(The experience unit)

CRANBERRY SAUCE

(Follow the format developed for Making Applesauce)

Utensils

1 2-quart pan

measuring cup

Ingredients

4 cups cranberries

1 1/2 cups cold water

3 cups sugar

Recipe

1. Sort and wash cranberries. Put into saucepan.
2. Add water. Let berries come to a boil so they begin to burst open.
3. Add sugar and stir constantly until sugar is dissolved.

(The experience unit)

CINNAMON ROLLS

(Follow the format developed for Making Applesauce)

Utensils	Ingredients
bowl	2 cups bisquick
fork	1/2 cup cold water
rolling pin	1 stick soft butter
muffin tins	1/4 cup sugar
measuring cup and spoons	1 teaspoon cinnamon

Recipe

1. Mix 2 cups bisquick and 1/2 cup water together with a fork.
2. Knead the dough by folding over, pressing down, and turning 5 times on a floured board.
3. Roll dough into a rectangle 12"x7".
4. Spread soft butter on dough.
5. Mix 1/4 cup sugar and 1 teaspoon cinnamon together and sprinkle on dough.
6. Roll dough and pinch ends.
7. Cut into 1" slices and put in muffin tin.
8. Bake 10 to 15 minutes in 425° oven.

(The experience unit)

SWEET POTATO CASSEROLE

(Follow the format developed for Making Applesauce)

Utensils

1 baking dish
fork
measuring spoons
measuring cup
can opener
1 bowl
egg beater

Ingredients

1 can sweet potatoes
2 tablespoons butter
1/4 cup raisins
1/4 cup milk
1 tablespoon sugar
1/2 teaspoon vanilla
marshmellows
2 eggs

Recipe

1. Open can of sweet potatoes.
2. Drain sweet potatoes and save the syrup. Beat eggs lightly.
3. Put sweet potatoes in baking dish, add 2 tablespoons of butter and mash them up.
4. Mix syrup from the can with 1/4 cup milk, 1 tablespoon sugar, 1/2 teaspoon vanilla and 1/4 cup raisins, 2 eggs.
5. Add this mixture to sweet potatoes.
6. Put marshmellows on top.
7. Bake in a hot oven (400°) for 30 minutes.

(The experience unit)

SCOOP APPLE PIE

(Follow the format developed for Making Applesauce)

Utensils

1 pie pan
measuring cup
measuring spoons
cutting board
knife
fork
can opener
1 bowl

Ingredients

1 can sliced apples
1 cup white sugar
2 teaspoons cinnamon
1 stick butter (1/2 cup)
1/2 cup brown sugar
1 cup flour
1/2 cup pecans (nuts)

Recipe

1. Open can of apples.
2. Put apples in pie pan.
3. Mix 1 cup white sugar and 1 teaspoon cinnamon.
4. Pour cinnamon and sugar over apples.
5. Chop 1/2 cup nuts.
6. Mix 1 stick butter with 1/3 cup brown sugar.
7. Add 1 teaspoon cinnamon, 1 cup flour, and 1/2 cup nuts.
8. Spread mixture over apples.
9. Bake for 1 hour at 350°.

Note: You may want to decorate your pie with powdered sugar or serve it hot with ice cream.

(The experience unit)

Sub-unit topic: PETS*

Lesson: Animals Which Make Good Pets

Scope of lesson: 1. Present story and film about pets.

2. Develop criteria for animals which make good pets.

3. Identify animals which make good pets.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To comprehend a story and film about animals which make good pets.	1. Teacher should read a story such as An Animal for Alan. Ask why he chose the animal he did, and why he rejected other animals. 2. Show film "Tadpole Tale--Mike Gives Up a Friend." Tell students to watch how Mike takes care of his friend. Have them re-tell how he took care of it, and why he finally gave it up.	
2. To sort pictures according to a given classification.	3. From Bulletin board, make "Good Pet- No Good Pet" chart, listing names of animals under printed headings. For those who can't read the names, give them an opportunity to match pictures to names.	p31
3. To establish criteria for selection of pets.	4. Using bulletin board and chart, elicit from students some criteria for animals which make good pets for families who live in apartments. E.g., size, space and food requirements, noise, odors.	p40

*This lesson was submitted by Pat Devermman, Ramstein Elementary #1.

(The experience unit)

Sub-unit topic: PETS*

Lesson: Proper Feeding of Pets

Scope of lesson: 1. To establish foods that are available for common household pets, e.g., dogs, parakeets, cats, goldfish.

2. To establish individual pet feeding requirements:

a. types of foods
b. daily portions
c. costs

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To identify appropriate pet foods.	1. Allow pupils, one at a time, to bring their pets to school on successive days, together with their pets' foods.	
	2. Take a field trip to the Commissary. Make a list of all pet foods for each pupil's pet. Include type, brand name, packaging unit, and price. If feasible, take a flash picture of the pet food section with pupils in foreground.	p31
	3. Have pupils bring in empty, clean pet food cans, boxes, etc. Ask them to have containers opened so that prices remain on them.	
	4. Make a bulletin board with food containers taped or pinned to it, with lines or streamers connecting them to a picture of pets for which they are appropriate.	p46
2. To identify measureable food portions.	5. Have the pupil whose pet is currently in the room give it one feeding of its usual food-portion. Have the pupil tell whether it gets, for example, 1/2 can, a full cup, etc. Make a chart upon which each pet's daily food requirements are recorded. Have pupils read the chart each day.	p31

*This lesson was submitted by Pat Devermman, Ramstein Elementary #1.

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
	6. Using the pet food bulletin board, have pupils determine how many cans, boxes, etc., their pets will consume in one week. List days of the week on chalkboard; make separate columns for numbers of units (cans, etc.) per day, and prices.	p40
3. To compute weekly food and food price totals.	7. Have able pupils add the prices for one week's feeding. Have other pupils count, or add the number of cans, packages, etc.	p31 p40
4. To compose and read an experience story.	8. Using Commissary photo, elicit experience story from field trip. Write it on chart paper. Have pupils read it.	p29 p31 p40

(The experience unit)

Sub-unit topic: PETS*

Lesson: Obligations in Owning a Pet

Scope of lesson: 1. To call attention to unchained dogs running around their housing area.

2. To point out damage and inconvenience they cause.

3. To make dog-care posters.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To build a vertical bar graph.	1. Each day for a week take the class for a 10-minute walk around the school and its immediate environs. Have the class make a count of the numbers of loose dogs seen each day. Print the names of the days of the week across the baseline of a large chart or bulletin board. After each daily walk have the students build a column above the day's name, using one identical piece of paper or felt for each dog seen. You may use colored rectangles, dittoed dog pictures, dog cut-outs or anything else, so long as they are all identical. All that should be free to vary is the height of each daily column.	p31 p46
2. To interpret a bar graph.	2. At the end of the week have the pupils "read" the bar graph. Prepare a work sheet as follows: On Monday we saw _____ dogs. We saw _____ dogs on Tuesday. On Wednesday we saw _____ dogs. We saw _____ dogs on Thursday. On Friday we saw _____ dogs. We saw the most dogs on _____. We saw the least dogs on _____.	p40

*This lesson was submitted by Pat Devermman, Ramstein Elementary #1.

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
3. To describe negative behavior of unleashed dogs (expressive language).	3. After the first two or three "dog walks," elicit from the group some of the negative aspects of the behavior of unleashed dogs. Put their comments into an experience chart, e.g., A loose dog may get run over. A loose dog may hurt the flowers. (See picture enclosed A loose dog may eat something bad. following this lesson.) A loose dog may bump a baby.	p31 p40
4. To make a poster.	4. Have the pupils cut out pictures of dogs, people, etc., from magazines and paste them on posters illustrating one of the sentences from the experience chart. Have them copy the appropriate sentence on the poster.	p29 p40

ROLE-PLAYING: Personal Responsibility

SITUATION: Mrs. Jones, who lives at 22C is upset because the dog upstairs in 22D starts barking every morning at 6:00 and wakes hew new baby. Sgt. and Mrs. Smith live in 22D, with their children, Danny, age 8, and Linda, age 10. Each morning their dog, Smoky, must take a trip outside. He barks and barks until someone gets up, gets dressed, and takes him downstairs and outside. p80

POLES: Mrs. Jones, who is very tired and upset because she and her new baby need their sleep.

Sgt. Jones, who is angry because his wife is upset.

(The experience unit)

ROLES: (continued)

Mrs. Smith, who feels that Danny or Linda should take the dog out promptly at 6:00 AM. After all, when the children wanted a dog, they promised and promised that they'd take care of it.

Danny and Linda, who don't feel that they should have to get out of bed so early, especially in the winter when it's so cold and dark.

(The experience unit)

(The experience unit)

Unit topic: LIVING IN OUR AMERICAN VILLAGE*

Sub-unit topic: Identification Cards

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To recognize numerals.	1. Prepare a large facsimile I.D. card on a chart (see samples following this lesson). Put information in each blank. EACH BOX HAS A NUMBER IN IT. POINT TO BOX NUMBER 5 . . . 3 . . . 11 . . . etc.	p29
2. To identify numerals.	2. Point to a box. WHAT IS THE NUMBER OF THIS BOX?	
3. To match a word.	3. Present the word "date" on the board or on a flash card. LOOK AT THIS WORD. NOW LOOK AT THE BIG I.D. CARD AND POINT TO ONE JUST LIKE IT.	p31
4. To sort for a word.	4. Present the word "date" as above. LOOK AT THIS WORD. NOW LOOK AT THE BIG I.D. CARD AND POINT TO ALL THE WORDS JUST LIKE IT. Repeat with the word "color."	
5. To sightread a selection of words.	5. Go over the large facsimile with the students. Read and explain each box heading. Check for short-term memory by pointing to individual words or phrases and asking students to read them. If necessary make individual word and phrase cards.	p31
6. To fill out an I.D. card form.	6. Give each student a dittoed I.D. form and tell him to fill it out as if it were to be his own card. If necessary, give practice in writing dates in military fashion (12 August 73). Have students tell each other their color of eyes and hair.	p29

*This lesson was submitted by Rachel Gribble and Jane Sprinkel, Heidelberg Elementary #2; and John Junkala.

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
a. To measure height.	a. Have students measure height, using chalkmarks and rulers.	p31
b. To measure weight.	b. Have students weigh themselves, using a bathroom scale.	p31
c. To copy a sequence of numbers.	c. Give each student his sponsor's service number on a piece of paper and tell him to copy it into Box 12.	
	d. Tell student to "X-out" the word "Limited" in Box 13. (Do not have them sign Box 14, as this is for sponsor.)	

Additional I.D.-Related Math Activities

Reading numerals in sequence (Boxes #1, 12)
Reading ordinal numbers (Boxes #2, 3, 9)
Reading cardinal numbers (Box #8)
Reading linear measurement (Box #7)
Computing age to nearest year (month . . . day) (Boxes #2, 9)
Computing length of I.D. card validity (Boxes #2, 3)

Additional I.D.-Related Reading Activities

Name: Father's (sponsor's) name
Eye/Hair Color
Sight Vocabulary
Date of Birth
Sponsor
Height, Weight
Theater
Commissary
Exchange
Signature

Example of Identification Card

	1. CARD NUMBER				
	2. ISSUE DATE	3. EXPIRATION DATE			
	4. ISSUED TO				
	5. COLOR EYES	6. COLOR HAIR	7. HEIGHT	8. WEIGHT	
9. DATE OF BIRTH OF BEARER	10. GRADE AND NAME OF SPONSOR				
11. SERVICE AND STATUS OF SPONSOR	12. SERVICE NO. OF SPONSOR	13. AUTHORIZED PATRONAGE			14. SIGNATURE
		THEATER COMMISSARY	LIMITED EXCHANGE UNLIMITED		

Example of Completed Identification Card

	1. CARD NUMBER: FG 09, 076 A	
	2. ISSUE DATE: 5 June 73 / 3. EXPIRATION DATE: 30 June 76	
	4. ISSUED TO: Robert L. Jones - son	
	5. COLOR EYES: brown / 6. COLOR HAIR: black / 7. HEIGHT: 4'3" / 8. WEIGHT: 68	
9. DATE OF BIRTH OF BEARER: 2 May 63	10. GRADE AND NAME OF SPONSOR: SGT E-6 Jonas T. Jones	
11. SERVICE AND STATUS OF SPONSOR: Army	12. SERVICE NO. OF SPONSOR: 020 22 5746	13. AUTHORIZED PATRONAGE: THEATER COMMISSARY; XXXX EXCHANGE UNLIMITED

14. SIGNATURE

U 76

(The experience unit)

Unit topic: LIVING IN OUR AMERICAN VILLAGE

Sub-unit topic: Base Facilities

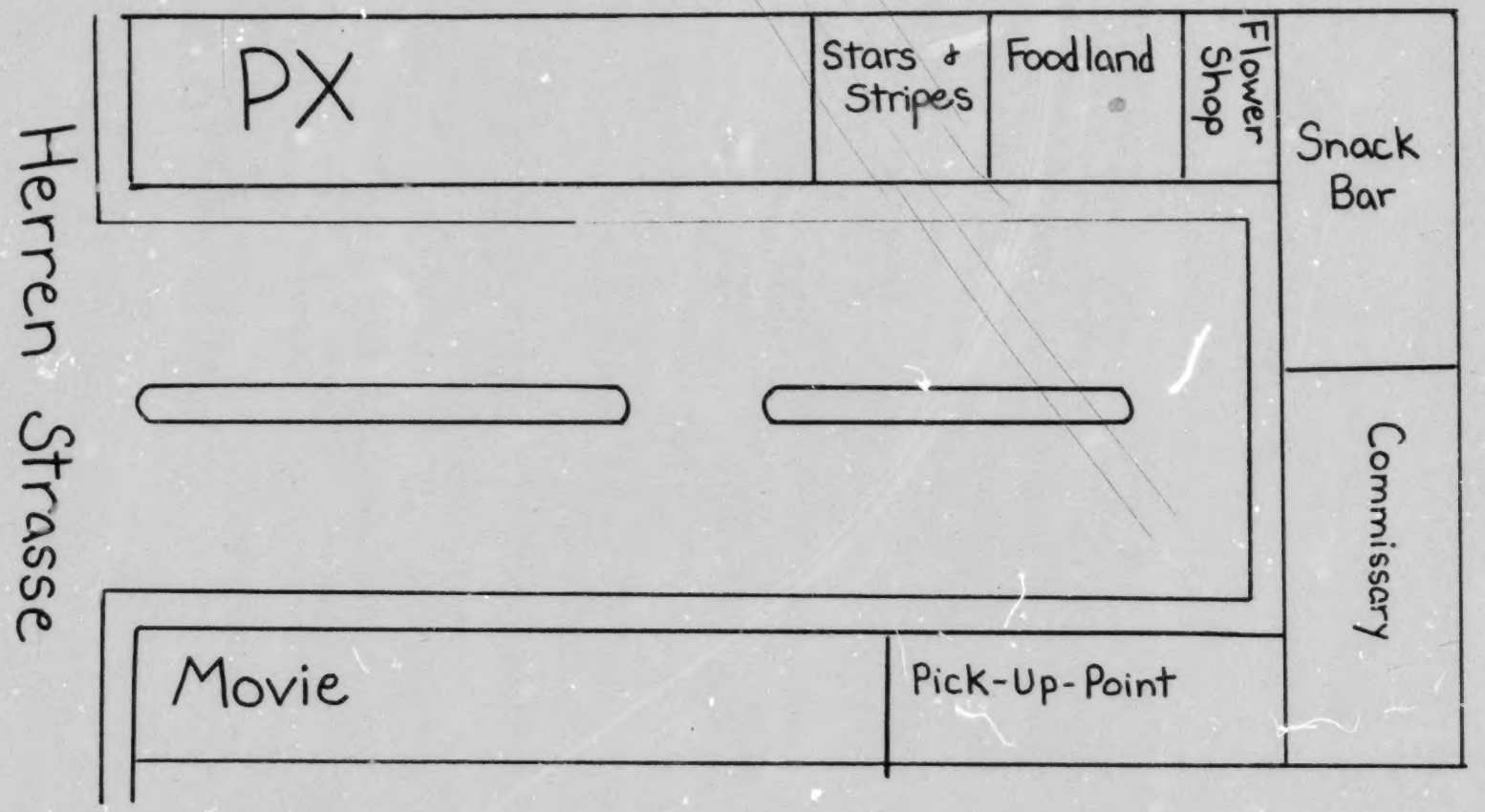
INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To compare different prices on one item.	1. Form two committees of students, a "Commissary Committee," and a "Foodland Committee." Give them identical lists of items (e.g., 1 bar Ivory Soap, 1 small loaf of bread, 1 half gallon of milk) and tell them to find these items in the Commissary or Foodland, write their prices beside them, then return to school.	p31 p40
2. To form a buying decision based on the comparison.	2. Put the items and prices on the chalkboard. WHICH PRICE IS MORE . . . LESS? WHERE CAN YOU BUY EACH ITEM?	p31 p40
3. To infer the reason for sometimes paying a higher price.	3. WHY DO WE SOMETIMES PURCHASE ITEMS AT FOODLAND? (It is open in the evenings and on Sunday when the Commissary is closed.) WHERE DOES EACH ITEM COST MORE?	
4. To sort Commissary and PX merchandise.	4. Form a PX Committee and a Commissary Committee. Have each committee cut out pictures of items that can be purchased in each facility. (Exclude candy and tobacco as these are available in each.) Have each committee attach their pictures to the bulletin board or experience chart under an appropriate printed heading.	p31 p40
5. To form a generalization.	5. Elicit from the students the generalization that most of the things we buy in the commissary are for us to eat.	
6. To introduce the term "supermarket." (Optional)	6. Show indoor scenes of American supermarkets in pictures. Ask if the stores look (inside) more like the commissary or the PX. Ask if anyone has been in a supermarket in the United States.	p29

*This lesson was submitted by Rachel Gribble and Jane Sprinkel, Heidelberg Elementary #2; and John Junkala.

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
7. To recognize services offered by the Pick-Up-Point.	7. Have the class visit the Pick-Up-Point. Tell them to observe what is done for the customers there, e.g., film processing, laundry, dry cleaning, shoe, watch, and small appliance repair. Ask clerk for sample customer forms.	p80
	8. Make a bulletin board around the theme: What We Can Do At the Pick-Up-Point. Use cut-out magazine pictures and sample forms to illustrate services; label each service, e.g., FILMS, LAUNDRY, etc.	p31
8. To describe the time schedule of the base movie theater.	9. Take or sketch a picture of the base theater marquee as it appears on a Saturday or Sunday, showing the title of the film, its rating, and the times 1400, 1830, and 2030.	p40
	10. Prepare a worksheet with 3 clock faces and one of the above times under each clock face. MAKE EACH CLOCK FACE "TELL" THE TIME PRINTED UNDER IT. If necessary, present the above times and the same times in civilian notation in separate columns; and ask the students to "match" them with connecting lines.	p40
9. To locate a point in relation to other points (spatial orientation).	11. During a class trip to the base shopping area, point out the location of each facility in relation to the others. Ask questions such as: IS THE "STARS AND STRIPES" NEXT TO FOODLAND? SEE THE FLOWERSHOP. ON WHAT SIDE OF THE SNACK BAR IS IT? HOW ELSE COULD WE TELL SOMEONE WHERE THE FLOWERSHOP IS? (At the corner by the Snack Bar.) IS THE MOVIE THEATER BESIDE OR ACROSS FROM THE PX? Make a sketch map of the area (see sample on next page) and bring it back to school. Draw the sketch map on the board, and review questions asked at the actual site. For future reinforcement, put the sketch map on a ditto. Prepare a worksheet with multiple choice fill-in items such as: (a) The Commissary is _____ the Snack Bar. (beside, across, from)	p30 p31

(The experience unit)



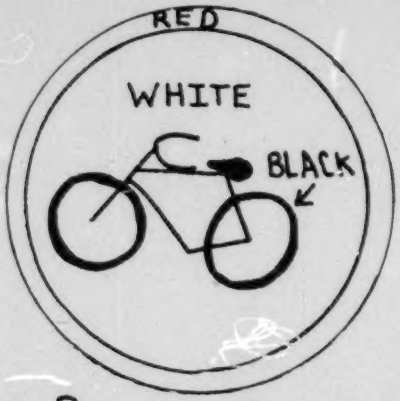
(The experience unit)

Unit topic: LIVING IN OUR AMERICAN VILLAGE*

Sub-unit topic: Road Safety Signs

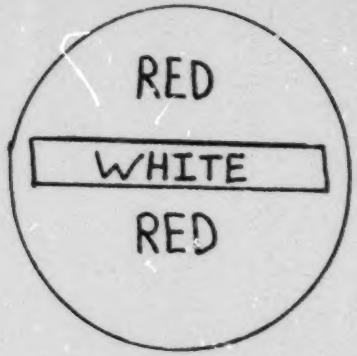
INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To recognize and identify common road signs.	1. From a driver's manual or other source, clip out colored pictures of road signs with which pedestrians should be familiar (see samples on next page). Display each, and ask students about its meaning. When necessary, tell them. Also tell them to look for road signs when they are walking or riding their bikes through the base housing or shopping areas.	p80
	2. Have students make the signs from construction paper. Print labels for signs separately, and post finished signs around the classroom.	p31
	3. Have students copy or write a few short sentences about each sign.	p40
2. To build a bar graph.	4. Put some common signs (see samples on next page) on a ditto. Give each student a copy. During a class walk have one student be responsible for each sign seen. Have the students keep tallies of their signs. In the classroom, post the signs along the base-line of a graph. Have each student pin up the number of red circles which corresponds to the number of (his) signs he saw.	p31
3. To interpret a bar graph.	5. Ask students to tell, from the graph, which sign was seen most . . . least . . ., etc.	p31

*This lesson was submitted by Rachel Gribble and Jane Sprinkel, Heidelberg Elementary #2; and John Junkala.

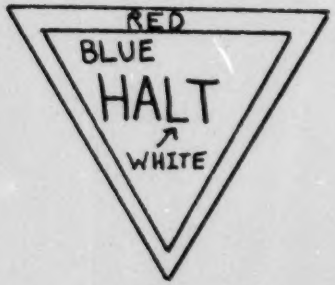


Bicycles Prohibited

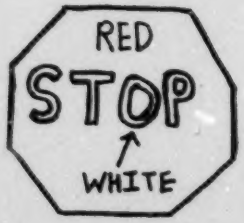
For Bicycles



(Vehicles) Do Not Enter



(Old) Stop



(New) Stop

Pedestrians Only

USE AND ABUSE OF DRUGS*

Objectives

UNIT OBJECTIVE:

To become aware of the use and abuse of drugs.

SUBJECT INTEGRATION (Objectives):

A. Communication

1. To identify the three major categories of drugs.
2. To define the three major categories of drugs.
3. To do research on various drugs.
4. To present individual research reports (orally and visually).

B. Math

1. To sort and to tally the drugs in each category.
2. To tally the number of drugs which fall into more than one category.
3. To compute the cost of supporting a drug habit for one day, one week, one month, etc.
4. To compare the cost of supporting various drug habits.

*This outline was submitted by Leona Odegaard, Angelo Provenzo, Frank Smouse, Ed Fayhe, Linda Renz, Larry DuMaurier, USDESEA summer workshop, 1972.

(The experience unit) NOTES

C. Personal-Social

1. To list the reasons for drug usage.

2. To sort the reasons (#1) according to "Personal" or "Social" reasons for usage.

3. To compare and to evaluate the social and personal reasons for drug usage.

4. To identify the adverse effects of drug abuse on personal and social behavior.

D. Health and Safety

1. To recognize the medical uses of drugs.

2. To compare the adverse and the beneficial effects of drugs on the human body.

E. Vocational

1. The students will role-play situations showing ways in which drug use and drug abuse affect on-the-job performance.

(The experience unit)

Sub-unit topic: DRUG USE AND ABUSE*

For Senior High EMH Students (Lessons may be adapted for younger students.)
Partially field-tested at Wiesbaden High school

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To recognize containers in which drugs appear.	1. Assemble, in their commercial containers, aspirin, cold capsules, throat lozenges, liquid cough medicine, cigarettes, beer, liquor; and empty-but-labeled prescription drug containers: vials, tubes, boxes, bottles, etc. WHICH OF THESE COULD CONTAIN DRUGS? (All.)	p46
2. To sort prescription and nonprescription drugs.	2. Tell students that some of these can be bought simply by going into the PX or German Drogerie, while others can be obtained only at the pharmacy in the dispensary, or at a German Apotheke (substitute other host nation terms, e.g., pharmacia, chemist, etc.) by presenting a doctor's prescription. Tell the students to place all the prescription drugs in one pile and the nonprescription drugs in another pile. If necessary, call attention to the handwritten or typed instructions on the prescription labels.	p46
3. To recognize the forms in which drugs appear.	3. Before students arrive, remove samples of the patent drugs from their containers (pour small amounts of the liquids into paper cups). Randomize them on a table. Ask: WHICH OF THESE COULD BE DRUGS? (All.)	p46
4. To sort according to basic shape characteristics.	4. Mark a large paper into four sections, labeled Pills, Capsules, Liquids, Powders. If necessary, read the labels to the students. Tell them to sort the drug samples into their proper categories.	p40

*This lesson was adapted from draft copy, USDESEA Drug Education Guide.

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
5. To recognize the appropriate uses of prescription drugs.	5. Arrange for a class visit to the pharmacy in the local dispensary. Have the pharmacist explain his job and the differences between prescription and nonprescription drugs.	p31
6. To compute clock time, given a specific time interval.	6. Have the students read the dosage instructions on a prescription label, e.g., "One capsule every 4 hours." Tell them to compute the times a capsule is to be taken if the first one is taken at 8:00 in the morning.	
7. To determine the number of days a prescription will cover.	7. Problem: Dosage is "One every [illegible] hours." There are 16 capsules in the bottle. How many days will they last?	
8. To recognize the appropriate uses of drugs.	8. Invite a nurse or medical technician from the dispensary to give a short, illustrated talk on the types of "shots" we get for disease immunization and for disease treatment. Have the base veterinarian tell about: Immunization and treatment drugs for pets; Substances added to meat and produce in the commissary; How he tests food and appliances in the commissary, snack bars, etc., for cleanliness.	

(The experience unit)

Sub-unit topic: DRUG USE AND ABUSE*

Lesson: Moods, and Changing Moods

For Senior High EMH Students (Lessons may be adapted for younger students.)
Partially field-tested at Wiesbaden High School

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1. To recognize moods.	1. Call attention to individual students who appear very obviously happy, depressed, angry, etc. DO YOU THINK _____ IS HAPPY OR UNHAPPY?	
	2. Show pictures of people depicting different moods. Tell students to point to the "grouchy" face, etc.	p29
2. To identify moods.	3. Point to individual students and ask the others to tell what mood the individual appears to be in. Point to individual pictures and do the same. Use magazines for examples, also.	p29
	4. Bring a camera to class and have the students deliberately pose to depict various moods. Have them print labels for each picture, defining the mood of each.	p29 p80
3. To classify pictures according to mood.	5. Present an array of pictures showing people in obviously positive moods, e.g., joyously jumping up and down, receiving a gift, etc. Ask the students to tell how the moods of these people are all alike. Accept any response that indicates a happy or positive feeling.	p29

*This lesson was adapted from draft copy, USDESEA Drug Education Guide.

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
	6. Repeat with pictures of people in negative, anxious, and dreamy moods, etc.	p29
4. To sort pictures according to mood.	7. Have students sort pictures under dichotomous classifications such as "Happy-Not Happy," "Tired-Not Tired," "Nervous-Not Nervous," etc.	p29
	8. Have students sort pictures under miltiple classifications, i.e., place printed headings such as "Happy," "Angry," "Nervous" on the bulletin board or on a table, and tell students to put each picture under the heading that best describes it.	p29
5. To describe the characteristics of one's own moods.	9. Discuss moods--"the different ways you feel." Have students tell how they "feel": When they first get out of bed in the morning When they get to school When it's time to read Just before lunch time At lunch When leaving school for the day When going to movies, rodeo, sport car rally, etc. When the movie prevues indicate that an exciting looking movie is "R" rated When they have no money and want to go somewhere	
6. To describe situations and substances that can change moods.	10. Discuss how some of the following may change a mood: Someone telling a funny story A cup of coffee, soda pop, juice School called off because of fog or snow A coffee/cigarette break in the middle of morning Good things to eat: pizza, turkey dinner, etc. Someone being friendly Drinking a beer "Turning on"	

(The experience unit)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
	11. Have individual students talk into tape recorders describing situations that put them into unhappy moods. Play the tapes to the group; have them suggest things that might have helped with getting into better moods. E.g., rapping with a friend; taking an aspirin; playing a favorite record; going for a ride; taking a nap; etc.	p29
	12. Discuss drugs that are available in and around the community from illegal sources. Describe the basic types of commonly used illegal drugs, and their effects. (See Drug Education Guide for Grades K-6.)	

(The experience unit)

Sub-unit topic: DRUG USE AND ABUSE*

Lesson: Conducting Interviews Concerning the Drug Problem

For Senior High EMH Students (Lessons may be adapted for younger students.)
Partially field-tested at Wiesbaden High School

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	TEACHING STRATEGIES (Part IV)
1 To compose and read an interview questionnaire.	1. Have the students prepare to interview the following school and community officials: school principal guidance counselor school nurse doctor from base dispensary provost marshal or MP commander chaplain base commander or community leader AYA director	
2. To copy a set of interview questions from the board.	2. Elicit from the students a short list of questions to ask each official, e.g., "Do you feel that we have a drug problem here? What are the most important causes of the problem? What are you doing about the problem? What can students do about the problem?"	p40
3. To learn an interview technique.	3. Assemble as many cassette tape recorders as you can find. Give students instruction and practice in operating them. Present a simple protocol for conducting a personal interview, e.g., a preliminary message or phone call to make an appointment; things to say when looking for the official's office; how to introduce oneself to the official; how to explain that the student would like to refer to a short list of questions, and tape the entire interview.	p29
4. To conduct an interview.		

*This lesson was adapted from draft copy, USDESEA Drug Education Guide.

(The experience unit)

Simulation-Role Playing: A Community Council Meeting

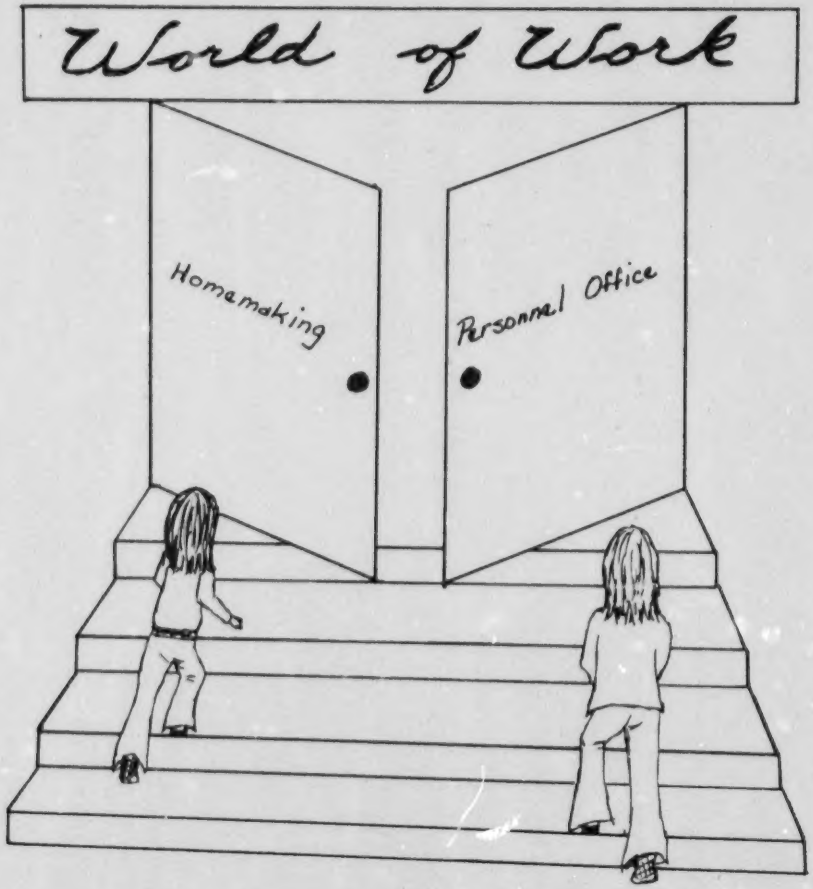
Situation: The community council is meeting to discuss the local drug abuse problem. Their objectives are to define the severity of the problem, and to discuss possible ways of dealing with the problem.

Background: The students have interviewed most of the real community officials and some students involved in the meeting.

Each student plays the role of a community official or himself/herself, and is given an opening line, e.g.

Base Commander:	WE'VE BEEN GETTING A LOT OF COMPLAINTS ABOUT LONG-HAIRED KIDS USING DRUGS IN THE SHOPPING CENTER TOILETS, BASEBALL DUGOUTS AND OTHER PLACES IN OUR COMMUNITY.
MP Commander:	MY MP'S ARE GETTING MORE AND MORE CALLS TO THE HIGH SCHOOL AND TO THE MOVIE THEATER ABOUT KIDS MAKING TROUBLE.
Doctor:	I'M SEEING A LOT OF OLDER KIDS WHO DON'T SEEM TO BE EATING ENOUGH TO STAY HEALTHY.
Principal:	LATELY, I'VE BEEN GETTING A LOT OF COMPLAINTS FROM MY TEACHERS ABOUT KIDS BEING "TURNED ON" OR "SPACED OUT" IN THEIR CLASSROOMS.
Student:	I WANT TO GIVE MY SIDE OF THE STORY . . .

Procedure: Each role player is to put himself in the role of the official or student he or she interviewed, and say, as far as possible, the things he thinks that official or student would say, based on the previously taped interviews.


World of Work
Homemaking
Personnal Office

INTRODUCTION

The WORLD OF WORK section of the guide is presented in five developmental subsections: Work Awareness in the Home (Level I); Work Awareness in the Classroom (Level II); Work Awareness in the School and Environs (Level III); Work Orientation (Level IV); and Work-Study: Getting and Holding a Job (Level V). This section emphasizes work as an integral aspect of life--at home and school. The student's place within this world of work is the launching point for teacher-supervised exploration of attitudes and skills which will prepare him to hold a job. Finally, he will move to the last section to prepare for a job in a competitive, real-life situation.

The Suggested Teaching Activities are examples of ways to teach these skills. Each one restates the ability and assessment, presents several content-development and reinforcement activities which are cross-referenced to the Teaching Resources and Teaching Strategies section, Part IV. The individual teacher can make the best decisions about the pace of instruction within the classroom and can make time allotments accordingly.

At any point in the special education program, teachers can use parts of the WORLD OF WORK section of the guide. The teacher of the primary and intermediate levels will find that work awareness can be a continuing theme in other phases of the instructional program, e.g., math, science, etc. The secondary teacher will, of course, find the abilities and content in Levels IV and V germane to his program. It should be noted that success at Level V is dependent upon success at Level IV. The secondary program cannot begin at Level V unless the pupil has demonstrated mastery of the abilities at Level IV. The secondary teacher will also find that the abilities at the earlier levels (I, II, III) will assist him in programming for the secondary pupil who may lack basic work skills. The abilities in each level stress work preparation. This is especially true for Levels I, II, and III, ages in which emphasis has not traditionally focused on work preparation. The Level I skills, for instance, are primarily perceptual/motor, but emphasis is on the development of perceptual skills within the work perspective. An example of this is ability #9, a low level discrimination task, yet work-related. This same balance between developmental level and work emphasis continues in Levels II and III where the pupil learns about work in the home, the school, and immediate surroundings.

In Level IV the pupil develops abilities which are directly work-related. The subsection is designed to give the pupil the opportunity to learn and practice job-related behaviors within school and community settings under the direct supervision of the teacher. Some abilities in Level IV should be regarded as the upper limits of job-related functioning for some pupils while Level V is the work-study stage for those pupils who, upon graduation, will be expected to be capable of full employment and independent living. It is anticipated that

the amount of time the pupil at this level spends with the teacher will be much less than at earlier levels. Thus, the Level V subsection stresses those abilities which should allow the pupil to get and hold a job. Very few of the abilities in the WORLD OF WORK section are intended to prepare the pupil for any specific job. Such vocational preparation is beyond the scope of this guide.

Porter * (1970) succinctly identifies the rationale and goals of the section when he states:

> In a nutshell, high school special education is vocational education. The special education graduate at age 18 must be capable of entering the adult world of work and competing directly without further formal education or training in most instances.
>
> To survive under such conditions the young adult worker must attain at least three goals as part of his preparation.
>
> 1. He must learn to live among others.
> 2. He must learn to work with others.
> 3. He must feel a sense of belonging.
>
> Should any of these goals be underdeveloped or break down, then one can predict the rapid deterioration of the others. While these are special education life goals for all instructional levels, they are crucial during the final three or four years of high school for the educably mentally retarded.

The structure of this section allows teachers at all levels to stress instruction which contributes to the end goal: an adult who can enter the world of work.

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* Porter, M. "A Curriculum Model for Senior High School Special Education Programs." Reprinted, with permission, in the WORLD OF WORK section.

A Curriculum Model for Senior High School Special Education Programs

by

Mahlon E. Porter
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INTRODUCTION

The purpose of this paper is to provide curriculum guidance to high school administrators, counselors and special education teachers with reference to programs for special education students. Certain aspects of curriculum are basic to any modern special education program at the high school level. One of these, the core-curriculum activities, is presented as an example of a specific program being used at Wiesbaden High School. This particular model has been developed by the special class teacher, Mr. Lawrence Du Maurier at Wiesbaden High School. Several of the resource materials are not in the supply catalog as yet--although this fact has not posed an insurmountable problem to the teacher. Curriculum is always (and should be) in a dynamic state. Any model serves the practical needs for the moment but is seldom capable of fitting the unique situations at different schools. We hope that this one does help in the development of strong programs for USDESEA high schools.

GOALS FOR HIGH SCHOOL SPECIAL EDUCATION

In a nutshell, high school special education is vocational education. The special education graduate at age 18 must be capable of entering the adult world of work and competing directly without further formal education or training in most instances.

To survive under such conditions the young adult worker must attain at least three goals as part of his preparation:

1. He must learn to live among others.
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Should any of these goals be underdeveloped or break down, then one can predict the rapid deterioration of the others. While these are special education life goals for all instructional levels, they are crucial during the final three or four years of high school for the educable mentally retarded.

All of these goals share one developmental characteristic--the personal-social inter-relationships with others. In addition each goal has to be developed (through instructional techniques and activities) to satisfy the basic elements of living independently.

In the first case, which is the most difficult for the slow-learner to reach, the goal to live among others refers to a person's ability to "take care of himself" in a fast-moving, highly technical and materially-oriented society. The ability to manage one's minimum level of wages is crucial to the success of the adult retardate. There is no end to the number of experience-related arithmetic activities that refer to communications, transportation and personal finance, for example, that need to be included in the core-curriculum.

To learn to work with others has proven to be the easiest goal for retarded adults to master. Those communities that have provided work-experience stations for the handicapped of all kinds have found them capable of handling many types of jobs in the semi-skilled, skilled and personal services categories. The attitudes, habits, and work performance levels of the special education students have been found to be most acceptable by employers. The instructional "must," of course, is to provide each student with three years of realistic work-experience before placing him in the mainstream of competitive adult work.

To reach the goal of feeling a sense of belonging requires initial and reinforcing ego-enhancing activities. The successes that students have with learning to live and work with others will probably contribute the most to their ego-development. However, the integration of secondary level students into regular classes and activities where success can be attained is a vital part of the social interaction required for good mental health development.

ORGANIZATION OF THE CURRICULAR ACTIVITIES

One way to plan a daily schedule is to look at the three major activities that need to be in the plan in order to attend to the scheduling functions unique to the individual students and total school organization. These activities include (1) classroom integration, (2) work-experience, and (3) core-curriculum. In general each of these areas in the model should be blocked for two periods in a six period day. Flexibility must be possible since some students may integrate into regular classes from one to three hours. Others may work one period initially or practically all day during the final semester of their 12th year. Some attempt should be made to schedule all the students together for a minimum of one period for core-curriculum activities.

INTEGRATING INTO REGULAR CLASSES

The selection of the courses which can be scheduled for integration purposes is an important responsibility of the special class teacher and the counselor. On the average only two periods per day each year can be allowed for such purposes because of the necessity for each student to benefit from work-experience and core-curriculum activities.

With the possible exception of physical education, no other courses should be considered adequate for integration of the entire group. The criteria for selecting courses appropriate for any given student would be as follows:

1. Can the student earn a passing grade in competition with regular students? If the course is considered a good one for ego-enhancement, then successes with peers must be predicted and observed.

2. Can the student benefit vocationally by pursuing a specific course? Again he must perform at a passing production level for his placement to be valid.

3. Can the student benefit from a given course in terms of developing skills and concepts for personal use? Learning to sew for example is valid for some but not for others.

More than one reason, then, is acceptable for the selection of either non-academic or academic courses for secondary students. The point is that the teacher should be very well aware of that reason and should be influential in assisting the students and parents with course selection.

Although these students can take and pass many courses, it is vital to remember the overall vocational objective for which special education is held responsible. Work-experience and core-curriculum are more important activities than integration when the time comes for decisions about reality instruction at the high school level.

WORK-EXPERIENCE CONSIDERATIONS

The heart of the senior high special education program is work-experience. When a student begins this activity all of his abilities, values, habits and personality characteristics are laid bare and can be observed by the teacher. This is essential if the teacher is going to plan an experiential core-curriculum for educationally handicapped students that is concretely related to problems of living and working with others.

If the students have been in a properly designed pre-vocational junior high special education program (with one segment being related to job activities similar to Junior Achievement programs) then the initial step into a community job is relatively easy.

Generally, the 10th and 11th grade work-experience positions should be considered as exploratory. This is a time to observe the student with different supervisors while performing various tasks. It is far more important to job retention for special education students to learn to work among others than it is to learn specific skills. New skills required by industry are normally taught within industry as the changing needs arise. During the 12th grade year, however, it should be the intent of the instructional program to place each student on a job which he performs well and is considered to be one which will gain him entrance into the work market as a graduate. It is during this year that a decision to extend work-experience beyond two periods of the school day for some students is of commendable importance.

THE CORE-CURRICULUM

The essential characteristic of the core-curriculum period of instruction is that the content and activities are related to the life experiences that the students have in school, at home, or on the job. The following is one example of a program of studies which includes some relevant materials:

1. Vocational Guidance/Education

Objective: Help students develop and gain the confidence they will need to get and HOLD a job by learning about the ACTUAL WORLD OF WORK.

Text: The World of Work Series, by Bohn and Wool
World of Work: Your Job and Success
World of Work: You and Success

The books have a clear presentation and easy reading level. The selected topics provide meaningful growth in understanding the world of work.

Examples of topics are: Finding Out About Jobs; Looking For a Job; What Employers Want; Applying For a Job; Your General Appearance; Meeting Your Employer; Attendance And Punctuality; Accepting Criticism; etc.

Each lesson allows for oral participation. The practice materials at the end of each lesson are designed to help in spelling, writing, following directions, and the building of a world of work vocabulary.

2. Social Studies

a. U.S. History

Objective: To further the special class students' knowledge, understanding and appreciation of the history of America.

Texts and Materials: The Story of Our America, by Baldwin

In consecutive units the book traces the development of America from the Period of Exploration to the Space Age and early sixties.

The text employs what is termed the modern "teaching-machine technique" and is said to be completely "programmed." Every right hand page contains the text and instructional materials, while every left hand page is

"programmed" with completion, multiple choice, and true-and-false tests to accelerate the teaching process and insure a higher percentage of mastery of the material.

Examples of lesson titles are: How American Was Named; The Spanish Explore the New World; The French Explore the Mississippi Valley; The English Claims the New World; Founding of the Colonies; Events That Led to the Revolution; etc.

The Negro in American History, Vol. I NX 0181-0875-003

The Negro in American History, Vol. II NX 0181-0876-003

Black Chronicle--Multi-media Kit USDESEA NX 0184-1186-003

Teacher's Guide to American Negro History, William Lorenkatz NX 0184-1133-003

b. Government (U.S. Constitution)

Objective: Develop an understanding, knowledge, and appreciation of one of the most important documents in the history of America. Because this document is one of the basics for our government and the foundation for democratic citizenship, every individual, including the special education student, should know of and have an opportunity to scrutinize important points of this document.

Texts: The Constitution, from the American History Study Lessons by Abramowits

To help students better understand the Constitution, the original words are presented in the left-hand column and some explanations of the authors in the right-hand column. Parts of the Constitution that have been changed and are no longer in effect have been put in brackets.

Some examples of lessons are: The Ideas Behind the Constitution; An Analysis of the Constitution; How Congree is Chosen; The Living Constitution, etc.

Civil Liberties, Case Studies and the Law USDESEA stock number EX 0185-1225-001

3. Communication (Language Arts)

Objective: To upgrade reading skills as a means to greater communication and the awareness each student has of himself and his environment.

Books: The Turner-Livingston Communication Series, by Turner

An interesting program designed to develop reading in a meaningful way. Seeks to break psychological barriers and motivate each student to enter into study patterns and discussions. Improves vocabulary and paragraph comprehension, helps students grasp main and related ideas and to develop critical reading skills.

A series of single-unit booklets. Each presents a complete story that deals with some phase of communication that is of vital concern to each student.

Booklets: The Letters You Write
The Language You Speak
The Newspapers You Read
The Movies You See

4. Health and Safety

Objective: Development of student's physical and emotional well-being.

Text: Plans For Living: Your Guide to Health and Safety, by Hudson and Weaver

Text-workbook personal guide for the development of the student's physical and emotional well-being. Considers body growth, personal cleanliness, good grooming, exercise and rest, and disease. Involves the student in basic safety rules and rudimentary emergency procedures.

5. Citizenship

Objective: Development of good citizenship.

Text and Materials: To Be a Good American, by Hudson and Weaver

A series of text-workbooks designed to develop the student's potential for good citizenship. Books in the series:

In Your Family--Gives the student a basic frame of reference in the home situation. Considers members of the family, role of the family and home life, doing things as a family, friends and neighbors, and the student's potential future with a family of his own.

In Your Community--Describes the functions of the local community and the citizen's role in it. Provides information on community services, types of community workers, and local laws and government. Stresses the individual's responsibility to his community.

In Your State--Discusses the structure of state government and a state constitution and the roles of governor, legislature, and courts. Outlines state services, the purpose of taxes, and the role of citizens in elections.

In Your Country--Presents the functions and departments of the United States goverrment. Discusses the Constitution and the legislative, executive, and judicial branches. Illustrates the role and the use of federal taxes.

The Color of Man Kit USDESEA stock number NX 0180-1020-003

6. Vocational Education/Work-Study

Objective: Provide classroom explorations toward getting a job in reference to student's work-study assignments.

Text: Getting a Job, by Florence Randall

This practical text-workbook provides a realistic presentation of what kinds of jobs there are and how to read and use help wanted ads, make applications, go to interviews, and fill out forms.

Discusses on-the-job and government programs, wages, taxes, Social Security, work laws, etc., in simple language with specific instructions and advice. Illustrated with photographs, plus actual forms, sample letters, and help wanted ads.

Attempts to dignify the human being with the understanding that people have different capabilities and that all work is honorable.

7. Mathematics

Objective: Provide life-experience units and situations which will enable the student to use the basic mathematic facts he has learned.

Text: Target Mathematics Series, Mafex Associates, Inc.

A series of four practical text-workbooks which presents daily situations is:

Book IV--Employment Mathematics, units of study presented as concepts are:
- Using a Sales Tax
- Working in a Cleaners
- Working in a Drug Store
- Working in a Restaurant
- Working in a Department Store

Book V--Citizenship Mathematics, concepts presented are:
- A Bank and Its Services
- Using a Checking Account
- Understanding Payroll

Book VII--Mathematics For Everyday Living (Family Living) concepts presented:
- Using a Savings Account
- Using a Charge Account

Book VIII--Mathematics For The Worker, concepts presented:
- Working in a Gas Station
- Working in a Carry-Out Restaurant
- Managing Your Money

8. Remedial Reading

Objective: To provide individual remedial aid to each student at his own level of achievement and provide a sequential continuum from this level to a higher one which will enable the student to participate properly in our present-day technological culture.

Series: The Mott Basic Language Skills Program for Compensatory Reading

The 'Program' is designed to provide a Language Skills program specifically constructed to use with the undereducated or underachieving student. The complete and thorough skills continuum of the 'Program' provides a motivational environment for the compensatory student who has been conditioned negatively by continuous learning failures.

PROGRESS REPORTING

Secondary level special education students are placed in regular classes with the exception of earning credit in competition with all other students. When one is failing because the course is too difficult, he should be withdrawn from the class.

Beginning at grade 9 it is necessary to reflect the courses and the credit given for each period of instruction on the transcript. The process of collecting and recording such grades should be consistent with similar activities involving regular students. The essential procedures would include:

1. Each teacher (regular and special class) arrives at a grade for the instructional period(s).

2. The grades are reported to the office which has the administrative responsibility for collecting and recording grades on transcripts.

3. Grade cards are given to each student who attends a regular class.

4. Grades in the special class should indicate the amount of credit earned which corresponds to the number of periods the student spends in the core-curriculum activities.

5. Grades in work-experience should also correspond to the number of periods the student is working on the job during the school day. Students who work beyond the school day are not normally given a grade or credit for such extra work.

6. As with regular students, those students who are enrolled in special education may earn different amounts of credit according to the schedule worked out for them. As a rule, each special class student should receive a minimum of 5 units of credit plus physical education (not mandatory) each year. They do not fail special class (core-curriculum) or work-experience although they could receive a failing grade for a regular subject in which they have been integrated and not withdrawn from.

7. An example of a transcript for a 12th grade special education student might be as follows;

9th Grade	GRADE	UNITS (year)
Special Education (core)	B or (S)*	3
Social Studies	D	1
Industrial Arts	C	1
Physical Education	B	1/4

*S = Satisfactory if included in grading system.

(World of Work)

NOTES

10th Grade	GRADE	UNITS (year)
Special Education (core)	B	2
Typing	C	1
Work-Experience	C (or S)	2
Physical Education	A	1/4
11th Grade		
Special Education (core)	C	2
Work-Experience	B	2
General Business	C	1
Metals Shop	C	1
12th Grade		
Special Education (core)	A	1
Work-Experience	B	3
Welding	C	1
American Government	D	1

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ABILITIES AND ASSESSMENTS

Level I (C.A. 3-5 Pre-Primary)

WORK AWARENESS IN THE HOME

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
1. To follow simple spoken directions.			
Get the pupil's attention. Give one direction at a time.	W 43	p7; 28a, b p8; 28c, d	p63
PICK UP THE HAMMER . . . TOUCH THE WASTEBASKET . . . GO TO THE CHALKBOARD . . . PICK UP THIS PAPER . . . etc.			
2. To recognize that parents work.			
Present the pupil with pictures of people doing various kinds of work.		p28; 24	
WHAT ARE THESE PEOPLE DOING? DOES YOUR MOM OR DAD DO ANY OF THESE THINGS? DO YOUR MOM AND DAD DO WORK?			
3. To name some simple work-related tasks that he/she can do in the home.		p19; 19	p63
TELL ME SOME OF THE WORK THINGS THAT YOU DO AT HOME.			
4. To name some work-related tools/objects in the home.		p24; 33-44	
TELL ME SOME OF THE THINGS THAT YOU USE AT HOME TO DO WORK.			
5. To recognize that people can help each other through work.		p25; 50a,b, c,d	p29
Present the pupil with a picture of a tired mother in a child's bedroom with clothes and toys strewn about.			
WOULD WORKING TO PICK THE CLOTHES UP AND PUT THE TOYS AWAY HELP THIS MOTHER? HOW WOULD IT HELP HER? HOW WOULD SHE FEEL IF YOU HELPED HER? HOW WOULD YOU FEEL?			

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
6. To dress himself/herself. Give the pupil one piece of clothing at a time (this is an "extra" set; the items could be put on over whatever clothes the pupil has on). PUT THIS ON. IS IT HARD TO PUT ON? WHY? (E.g., zipper, buttons, snaps.) WHAT IS THE EASIEST WAY TO PUT THIS ON? (E.g., dress goes over the head, rather than pulled up from the feet.)		p7; 28a	p31
WORK AWARENESS IN THE CLASSROOM			
7. To use toy replicas of common hand tools. Present the following toys to the pupil: a large pounding board with pegs, plastic screw, plastic or wood nut, small piece of soft wood. Make the appropriate toy tools available to the pupil (hammer, wrench, saw, screw driver). TAKE THESE (the tools) AND USE THEM WITH THESE (the toys).	W 45		p31 p46
8. To discriminate the shapes of work-related tools/objects in the classroom. Give the pupil a peg board with the shapes of common tools outlined. Give the pupil the tools. PUT THESE TOOLS ON THE PEG BOARD IN PLACES WHERE THEY BELONG.		p7; 27	p46
9. To identify work-related activities in the classroom. TELL ME THE WORK THINGS THAT WE DO IN OUR CLASSROOM.			
10. To attend to and complete an assigned task. FRANK, PUT THE PUZZLES IN THE PUZZLE BOX (or alternate tasks that are appropriate for the pupils).	W 47	p27; 9b, c	

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
11. To identify ways people work together in the classroom. TELL ME (SHOW ME) THE WAYS THAT YOU AND _____ CAN WORK TOGETHER.		p28; 24	p80
12. To complete an assigned task which requires teamwork. SALLY, YOU AND FRANK CLEAN THE CHALKBOARD. WORK TOGETHER SO THAT YOU HELP EACH OTHER DO THE JOB.	W 49	p28; 25 p7; 28b	
13. To recognize the difference between own and others' belongings. Put several very similar articles (some of which are his) in front of the pupil. TAKE THE THINGS THAT ARE YOURS.	W 52	p9; 43, 44 p28; 27	
14. To place belongings in designated areas. Give the pupil his coat, boots, school papers, etc. PUT THESE THINGS WHERE THEY BELONG.		p7; 28a, b	
15. To practice using safety precautions while working on a task. Give the pupil a task to do that requires using safety precautions, such as sawing. SAW THE WOOD. BE AS CAREFUL AS YOU CAN. (Use a toy saw.)			p80
Level II (C.A. 6-9 Primary)			
WORK AWARENESS IN THE HOME			
1. To recognize that each member of the family has certain tasks to perform to keep the home functioning. Use a doll house and toy figures of people.		p28; 24	p80

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
HERE IS A HOUSE. HERE IS THE FAMILY. SHOW ME (TELL ME) WHAT THINGS EACH PERSON IN THE FAMILY SHOULD DO TO GET THE WORK DONE IN THIS HOUSE.			
2. To identify work done in the home by members of the family.		p28; 24	p29
Show the pupil a chart with either pictures of the members of his family or the names of the members of his family in the left hand column. In the right hand column, have pictures of work that is done in the home. Point to the work.			
SHOW ME (TELL ME) WHO DOES THIS IN YOUR FAMILY.			
3. To name two or more work-related tasks that he/she can do.		p27; 9b, 12	
TELL ME SOME WORK THINGS THAT YOU CAN DO.			
4. To assume responsibility for doing one or more tasks related to housework.			p80
Contact the pupil's parents to determine the housework for which the pupil has assumed responsibility.			
5. To assist in the preparation of a simple meal.	W 55	p24; 34-42	p80
I'M GOING TO FIX A LUNCH. DINA, COME AND HELP ME.			
WORK AWARENESS IN THE CLASSROOM			
6. To follow simple spoken directions.			
Refer to Assessment #1, Level I.		p7; 28a, b p8; 28c, d	
7. To identify work done in the classroom by the teacher and others.			
Present the pupil with a chart showing simple pictures of the work done in the classroom. Point to one of the pictures and ask the pupil:			
WHO DOES THIS WORK IN OUR CLASS?			

(Abilities and assessments)

8. To use common work-related hand tools.

   Present the pupil with the following materials and tools: three 6x1x1-inch pieces of white pine or other lumber, a three-inch hex head stove bolt and nut, a one-inch wood screw, a few six penny common nails, a claw hammer, a cross-cut saw, a pair of pliers, and a screw driver. (Supervise the activity.)

   CUT THE WOOD. FASTEN TWO PIECES OF WOOD TOGETHER. PUT THE NUT ON THE BOLT AS TIGHT AS IT WILL GO. PUT THE SCREW INTO ONE PIECE OF WOOD.

9. To choose appropriate tools, materials, and supplies for a specific work-related task.

   FRANK, YOUR JOB IS TO (WASH THE BOARD). GET EVERYTHING THAT YOU WILL NEED TO DO THE JOB BEFORE YOU GET STARTED.

10. To manage and complete an assigned task with one other member of work team.

    JOE AND ROGER, LET ME SEE YOU WORK TOGETHER TO (PICK UP THE PAPERS AND PUT THEM IN THE WASTEBASKET).

11. To share tools, supplies and materials.

    Select four pupils. On a table have pieces of lumber, toy nails and two toy hammers.

    SHOW ME THE WAY THAT ALL OF YOU CAN USE THE HAMMERS, NAILS, AND WOOD.

12. To identify the characteristics commonly associated with self-control.

    Show the pupil a series of simple pictures or tell a story. The central character might be throwing tools, bumping into others in the work area, grappling with another pupil for possession of a tool. In others, the central character might be hanging tools up, working quietly next to someone else, and waiting for his turn to use a tool.

    SHOW ME (TELL ME) THE THINGS THAT THE BOY IS DOING THAT MEANS HE IS IN CHARGE OF HIMSELF. SHOW ME (TELL ME) THE THINGS THAT THE BOY IS DOING THAT MEANS HE IS NOT IN CHARGE OF HIMSELF.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
		p46
W 57	p27; 10	
	p9; 43, 44 p28; 27	
	p7; 28b p8; 28c, d	p80
	p22; 4 p26; 56	p29

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
13. To exercise self-control when completing a task.		p22; 4 p26; 56	
JACK, YOU (PUT AWAY THE TOOLS, etc.). SHOW ME THAT YOU ARE IN CHARGE OF YOURSELF WHILE YOU ARE WORKING.			
14. To practice good manners when working to complete a task.		p23; 26	p80
Select several pupils to simulate a group working in the work area.			
SHOW US HOW YOU CAN ASK EACH OTHER FOR THE THINGS THAT YOU NEED, HOW YOU CAN WORK TOGETHER IN WAYS THAT WILL HELP EACH OTHER.			
15. To observe simple health practices.			
Prepare a snack shortly after pupils return from the playground.	W 59	p18; 9, 10	p80
GET READY FOR JUICE AND CRACKERS. WHAT DO YOU DO BEFORE YOU EAT? (Wash hands.)			
After the snack, ask:			
WHAT SHOULD YOU DO AFTER MEALS TO PREVENT CAVITIES IN YOUR TEETH? (Brush teeth, or if you can't brush, rinse your mouth with water.)			
Use other questions such as: WHAT SHOULD YOU DO AFTER GOING TO THE BATHROOM? (Wash hands.)			
16. To practice using safety precautions.		p28; 26	p80
Use the materials and the tools specified in #11 above. Point to each tool in turn.			
SHOW ME THE SAFE WAY TO USE THIS. SHOW ME THE SAFE WAY TO PUT THIS AWAY.			

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
17. To identify common environmental symbols. Have pictures of common environmental symbols (stop sign, bathroom doors with male or female silhouettes on them, traffic lights). Point to each one and say: SHOW ME WHAT YOU DO WHEN YOU SEE THIS.	W 60	p28; 19	p46 p80
18. To assist in the preparation of snacks. IT IS TIME TO FIX OUR SNACK. HERBERT, COME AND HELP ME GET THE SNACK READY.			p80
Level III (C.A. 10-13 Intermediate)			
WORK AWARENESS IN THE SCHOOL AND ENVIRONS			
1. To follow spoken and written directions. TOM, GO TO THE OFFICE. ASK MISS FRANZ (THE SECRETARY) TO SEND ME THE NEW BUS SCHEDULE. SUE, HERE ARE SOME DIRECTIONS THAT YOU MUST FOLLOW TO DO THIS LESSON. READ THEM TO ME. Use similar directions for other members of the class.		p27; 9c	p80
2. To identify some jobs in the school. Have pictures of people doing jobs in the school building and people doing work not associated with the school. POINT TO THE PEOPLE DOING SCHOOL JOBS. NOW, WHAT JOB IS THIS ONE DOING? THIS ONE?	W 63	p28; 15	p29
3. To label classroom, playground, and other school-related work tools. HERE ARE SOME TOOLS THAT WE USE TO KEEP OUR CLASSROOM CLEAN. NAME THEM. (Eraser, bucket, broom, etc.) NOW, WRITE (PRINT) THE NAMES ON THESE PIECES OF PAPER. . . PUT THEM ON THE TOOLS WITH THIS TAPE.			p46

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
4. To sort work-related objects according to category of use. Present the pupil with an assortment of pictures or real objects of the following: hammers, saws, case or butter knives, pieces of cloth, sponges, cleansers, pans, buckets, scissors, pencils, crayons, pliers, clamps. LOOK AT THESE THINGS. WE DO OUR WORK WITH THEM. FIND ALL THE THINGS (PICTURES OF THINGS) THAT WE WOULD NEED TO DO THE WORK OF CUTTING (WIPING, HITTING, HOLDING, DRAWING, CLEANING, etc.). PUT THEM HERE.	W 65	p24; 33-44	p46
5. To identify work-related tasks consistent with abilities. TODAY, EACH OF YOU WILL CHOOSE A WORK TASK, EITHER IN THE CLASSROOM OR ON THE PLAYGROUND, THAT YOU THINK YOU CAN DO. Name several tasks, some that are more difficult than others. Permit pupils to select their own tasks. Observe each pupil as he does his task. Develop your own criteria to evaluate the pupils' performances of the tasks.			
6. To complete an assigned task. JOHN, THE BOARD NEEDS TO BE CLEANED. PLEASE CLEAN IT. (Use other tasks for other pupils.)	W 67	p25; 52 p27; 9c	
7. To organize a day's activities into practical time segments. Ask each pupil to assist you (or your aide) in making a schedule for the day using a time period for each activity. Example: 8:30-9:00 -- Music (songs) 9:00-10:00 -- Reading 10:00-10:15 -- Recess 10:15-11:00 -- Mathematics 11:00-12:00 -- Unit: Cooking 12:00-12:30 -- Lunch Etc. WHY DO YOU THINK WE NEED TO HAVE A TIME SCHEDULE LIKE THIS?			p31

8. To organize a task systematically.

JOHNNY, PLEASE SET THE TABLE FOR OUR SNACK. SHOW ME WHAT YOU WOULD DO BEFORE SETTING THE TABLE. (Get the correct number of paper plates, cups, spoons, etc. from the cabinet and place them on a tray or table.)

Use other tasks such as washing the board, waxing the table tops, or making a diorama.

9. To assume responsibility for taking care of equipment and materials.

Assign a task to each member of the class. (E.g., taking care of various types of audio-visual equipment, library books, etc.) Observe the performance of each pupil for a 3-4 day period. Have each pupil tell the class how he did his task.

10. To practice good work habits.

WE HAVE TALKED ABOUT SOME THINGS WE SHOULD DO WHEN WE ARE WORKING ALONE AND WHEN WE ARE WORKING TOGETHER. NAME THEM, MARY. (Probable answers: following directions, being on time for school, coming to school except when we are sick, being courteous, etc.)

LET'S TALK ABOUT HOW YOU PRACTICE DOING THESE THINGS.

Observe the pupil as he/she does assigned tasks. Keep a record on each pupil.

11. To produce a simple product with members of a "production line."

Refer to sub-unit, Part III: Cooking: Making Applesauce for assessments of various tasks.

12. To identify those people who supervise others.

WHAT DOES "SUPERVISE" OR "SUPERVISOR" MEAN? NAME PEOPLE IN THE SCHOOL WHO SUPERVISE (ARE IN CHARGE OF) OTHERS.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
		p80
W 69	p25; 52	
	p25; 52 p27; 9c	p80
W 71	p24; 40, 42	
	p27; 13, 14	

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
13. To exercise self-control while working with others. Observe the pupil over an extended period of time in a variety of "work" situations. Assess for (1) keeping his voice within reasonable limits; (2) listening when others are talking; (3) not monopolizing conversation; (4) walking instead of running; (5) abiding by school and safety rules/ regulations; (6) reacting appropriately to emotional situations.	W 74	p22; 7, 9 p23; 13, 19 21, 24, 26 p27; 9f	p80
14. To accept constructive criticism. Select a classroom job that the pupil has been doing. Evaluate his performance of the job with him. Give him constructive criticism about specific parts of the job or a specific work habit. Observe how the pupil reacts to your criticism of his work.			p80
15. To maintain a clean and neat appearance appropriate to the work situation. JOHN, TELL ME THE THINGS YOU WOULD DO SO THAT EVERYONE WOULD THINK YOU ARE CLEAN AND NEAT. (Probable responses: wear clean clothes, wash face and hands before coming to school [going to work], comb hair, keep clothes repaired, etc.) (Point out that doing some kinds of work will get us dirty.)		p24; 28 p25; 54	
16. To react appropriately to common environmental symbols. MARY, SHOW ME (TELL ME) HOW YOU WOULD KNOW WHICH ROOM TO GO INTO IF YOU WANTED TO GO TO THE BATHROOM. JOHN, TELL ME WHAT THESE SIGNS MEAN. (Hold up red STOP sign, DANGER--EXPLOSIVES, green GO sign.) WHAT DOES THE RED COLOR ON THE STOP SIGN MEAN, etc.? If possible, take a field trip around the base so that the pupils can personally identify these symbols and react to them.		p28; 19	p46
17. To predict the consequences of not following safety precautions when working on a task. Set up several of the familiar classroom or school tasks that involve tools or equipment. Have the tool or piece of equipment on hand when the assessment is done. WHEN YOU CLEAN THE PLAYGROUND, WHAT COULD HAPPEN IF YOU LEFT THE RAKE LIKE THIS (lying down, tines up)?	W 76	p28; 26	

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
18. To set a table for four people. TOM (MARY, SUE), THERE ARE GLASSES, DISHES, KNIVES, SPOONS, FORKS, CUPS, SAUCERS, AND NAPKINS IN THE CUPBOARD. GET THEM OUT AND SET THE TABLE FOR FOUR PEOPLE.		p24; 38	p80
19. To serve a simple meal. If possible, plan to serve snack, and other simple meals at school. Otherwise, have pupils tell you how to serve a meal.		p25; 46	p80
20. To launder own clothing by hand. JACK (SUE), TELL ME THE THINGS YOU WOULD DO TO GET READY TO WASH YOUR CLOTHES; TO WASH YOUR CLOTHES.		p25; 48	p80
21. To iron or press own clothing by hand. Provide simple articles of clothing such as napkins, cotton dish towels, men's handkerchiefs, a skirt. IRON THESE PIECES. Supervise this activity closely to prevent burning fingers or clothing.		p25; 48	
22. To describe the purposes of a savings account. TELL ME WHY WE NEED TO SAVE MONEY. WHERE WOULD YOU PUT YOUR MONEY WHEN YOU SAVE IT? WHY?		p27; 7c	
23. To describe the services of a bank. ERIC (NORA), WE HAVE AN AMERICAN EXPRESS BANK IN THE SHOPPING CENTER ON THE BASE (or other location). TELL ME WHAT THE BANK DOES FOR YOU AND YOUR FAMILY.		p26; 4	
Refer to Appendix A for lists of school jobs that are available for training (or can be made available to Level III pupils).			

(Abilities and assessments)

Level IV (C.A. 13-15+ Junior High)

WORK ORIENTATION IN THE SCHOOL AND IN THE COMMUNITY*

1. To make a survey of potential jobs in the following school areas: (a) cafeteria, (b) supply room, (c) office, (d) library, (e) other. (Refer to Appendix A following the WORLD OF WORK subsection, Part III.)
   Arrange for pupils to observe the work being done in the above job centers in the school. Have them make oral reports to the class.

2. To make a survey of potential jobs in the following community areas: (a) hospital, (b) motor pool, (c) Commissary, (d) other.

   Use the assessment procedure as in ability #1 above.

3. To sort job responsibilities according to job classification.

   Duplicate a chart with headings used in the preceding activity. List on the board 10-15 responsibilities for various jobs. (Refer to Appendix A.)

   LOOK AT THE LIST OF JOB RESPONSIBILITIES ON THE BOARD. ON YOUR SHEET OF PAPER WRITE THE RESPONSIBILITY UNDER THE HEADING WHERE IT BELONGS. SOME OF THE RESPONSIBILITIES MAY GO UNDER TWO OR MORE HEADINGS.

4. To list skills required for specific jobs.

   Use additional duplicated sheets or write headings on the board as in #3. Have pupils write (or tell you) the skills they think they need to do each job.

5. To list jobs consistent with individual abilities.

   Give pupils copies of the chart titled "Jobs and Responsibilities." (Refer to ability #3 above.)

   CHECK THE THINGS YOU WOULD BE ABLE TO DO.

*Refer to the unit, ORIENTATION TO THE WORLD OF WORK in Unit subsection, Part III.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
W 78	p27; 9b, e, 12 p28; 20	
	p27; 9b,e, 12 p28; 20	
	p27; 9b, e, 12 p28; 20	p46
	p27; 9c	p40
W 79		p40

6. To practice filling out a personal information form.

   HERE IS A FORM THAT YOU WOULD NEED TO FILL OUT WHEN APPLYING FOR A JOB. FILL IT OUT.

7. To practice applying for a job (by letter and by telephone).

   JOHN, PRETEND YOU WANT A JOB IN THE SUPPLY ROOM. WRITE A LETTER TO THE SUPPLY ROOM SUPERVISOR (SERGEANT). TELL THE SERGEANT THE TRAINING YOU HAVE HAD.

   MARY, PRETEND YOU WANT A BABYSITTING JOB. HERE IS A TELEPHONE. DIAL A NUMBER AND ASK MRS. JONES FOR THE JOB. I'LL PRETEND TO BE MRS. JONES. I'LL ASK YOU SOME QUESTIONS.

8. To practice filling out the following job-related forms: (a) application form, (b) Social Security application card, (c) self-evaluation form, (d) supervisor's evaluation form, (e) other. (Refer to Appendix B, which follows the WORLD OF WORK subsection, Part III.)

   YOU HAVE PRACTICED FILLING OUT A PERSONAL INFORMATION FORM. (Refer to STA #6 in this subsection.) SOME OF THE SAME INFORMATION IS NEEDED ON THIS APPLICATION FOR EMPLOYMENT FORM. FILL IT OUT.

9. To practice conducting an interview.

   TOM, WHAT ARE SOME OF THE THINGS YOU WOULD WANT TO REMEMBER BEFORE GOING TO TALK TO SOMEONE AFTER YOU HAVE APPLIED FOR A JOB? E.g., (1) be on time (or 5-10 minutes early), (2) be neat and clean, (3) go into the interview alone, (4) look directly at the prospective employer, (5) know answers to questions on application form and/or personal information form, (6) listen while the employer talks, (7) be business-like--don't talk about personal problems, etc., except as they pertain to the job.

10. To select a training job and demonstrate carrying out individual responsibilities on the job.

    Permit each pupil to select a job and observe her/him to determine if she/he is carrying out the responsibilities of that job.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
W 83	p26; 2, 3 p27; 11, 12	p46 p80
W 87	p26; 2, 3 p27; 9b, d e, 11, 12 p28; 18	p46
W 91	p27; 9b, e 11, 12 p28; 18, 20	p80
	p27; 9c	p80

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
11. To produce a product with members of an assembly line. Assign four or more members to do specific tasks for making a mural, sorting materials, assembling a model car or model airplane, etc. EACH OF YOU HAS ONE TASK TO DO TO COMPLETE THIS (MURAL). NOW, DO IT.			
12. To list and review good work habits. WE HAVE TALKED ABOUT AND OBSERVED GOOD WORK HABITS. SOME OF US NEED TO TALK ABOUT THEM AGAIN. FRANK, WHAT DOES "GOOD WORK HABITS" MEAN? TELL ME SOME GOOD WORK HABITS THAT ALL OF US SHOULD REMEMBER. I'LL WRITE THEM ON THE BOARD.		p27; 9b, c, d,e,f	p40
13. To describe personality characteristics that may cause (are causing) conflicts on the job. SOME PEOPLE HAVE TROUBLE HOLDING A JOB BECAUSE OF THE WAY THEY "ACT" OR DO THINGS. TELL ME ABOUT SOME OF THE WAYS A PERSON MIGHT "ACT" THAT WOULD CAUSE HIM TROUBLE ON THE JOB. (Probable responses: gossip, can't be depended upon [not responsible], late for work often, is grouchy, won't follow rules, gets into fights, does not complete jobs, etc.)		p27; 9g	
14. To practice self-control on the job. Refer to Ability #13, Level III.		p22; 7, 9 p23; 13, 19 21,24,26	p80
15. To identify safety procedures on specific jobs. NAME SOME THINGS WE SHOULD DO TO KEEP FROM GETTING HURT WHEN DOING A JOB. (Probable responses: put things away when we finish, e.g., rake after raking leaves, a bucket of water after washing a board, unplug an iron after ironing, etc.)		p27; 9f p28; 26	
16. To demonstrate the ability to work with groups of people on a single project. Assign four or five students to do a task. Observe how they do the task to determine if the group works well together.			p80

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
17. To accept constructive criticism.			
After a task is completed, call individual pupils aside and criticize his/her work, if warranted. Ask other pupils to criticize the work. Record reactions of each pupil.		p27; 7d	
18. To recognize that wages are payment for work.		p27; 7d	
WHAT ARE WAGES? WHEN DO YOU GET WAGES (SALARY)?			
19. To list differences between full-time and part-time employment.			p40
WHAT IS MEANT BY FULL-TIME EMPLOYMENT? WHAT IS MEANT BY PART-TIME EMPLOYMENT?			p46
Give each pupil a xeroxed (or dittoed) sheet with two headings: Part-Time Employment and Full-Time Employment.			
WRITE (TELL ME) SOME ADVANTAGES AND DISADVANTAGES OF A PART-TIME JOB, A FULL-TIME JOB . . . NOW, TELL ME (WRITE) THE DIFFERENCES.			
HOMEMAKING			
20. To identify tools, materials and supplies used for cleaning the home.			
SUE, NAME THE THINGS IN THE HOME THAT YOU (YOUR PARENTS) USE WHEN CLEANING THE HOUSE.			p46
21. To sort tools, materials and supplies according to classification of use.			p46
Write three or four columns on the board, e.g., Things We Would Need to Clean the Kitchen (Bathroom, Bedroom, Living Room, etc.).			
NAME ALL THE THINGS YOU WOULD NEED TO CLEAN THE KITCHEN. I'LL WRITE THESE THINGS IN THIS COLUMN.			
Continue with other classifications.			

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
22. To organize a task systematically. TOM, SUPPOSE I ASKED YOU TO WAX MY KITCHEN FLOOR AT MY HOME. TELL ME HOW YOU WOULD GET READY TO WAX THE FLOOR.			
23. To clean specific rooms in the house. Assign specific rooms to individual pupils. TELL ME (SHOW ME) HOW YOU WOULD CLEAN THIS ROOM.			
24. To list ways of caring for equipment. As various pieces of equipment are to be used in the school (or classroom), have pupils discuss and list ways to care for them. (Most schools have booklets which give directions for care of equipment, e.g., tape recorders, assorted tools, bulletin boards, typewriters, pencil sharpeners, painting equipment, etc.)			p40
25. To make simple appliance repairs. Provide booklets which outline making simple repairs on appliances, such as vacuum cleaners, lawn mowers, extension cords, etc. Assist pupils in reading directions and making simple repairs on specific appliances.			p46
26. To conserve time and energy. TELL ME (SHOW ME) WHAT YOU WOULD DO TO SAVE TIME AND TO KEEP FROM BECOMING TOO TIRED IN CLEANING THIS CLASSROOM (YOUR HOME, etc.). (Elicit: make a schedule for doing tasks, allow time for rest and recreation, don't try to do everything in a short time, etc.)	W 93	p28; 17	
27. To name ways to launder clothes. JOE, HERE ARE SOME CLOTHES (PICTURES OF CLOTHES). TELL ME HOW YOU WOULD GO ABOUT WASHING THEM. (Provide various types of clothing such as woolen sweaters, nylon shirts, lingerie, denim slacks.)		p28; 22	p40

28. To sort clothing for laundering.

Use the clothing provided for assessment #27 above.

HERE IS A PILE OF CLOTHES. SEPARATE THOSE CLOTHES THAT CAN BE WASHED TOGETHER. PLACE EACH GROUP OF CLOTHES IN THESE CIRCLES ON THE FLOOR.

29. To launder clothes by machine.

Use the clothes (pictures of clothes) provided for assessment #27 above.

MARY, TELL ME (SHOW ME) WHAT YOU WOULD DO IF YOU HAD TO WASH THESE CLOTHES IN A WASHING MACHINE. (Assess ability to operate machine and the ability to select water temperature suitable for various fabrics and amount and kinds of detergents.)

30. To make simple clothing repair.

Have pupils bring to school clothing that needs repairing. E.g., buttons missing, open seams, and articles that need hemming. Provide needles, thread, etc., and have pupils attempt to mend own clothes.

31. To use a simple clothing pattern.

Have pupils bring from home a simple dress pattern, doll pattern, etc., and demonstrate cutting out the pattern. Have them baste the pieces of clothing they have cut out.

32. To sew simple clothing by hand.

Use the procedure in assessment #31 above.

NOW, SEW THE CLOTHING BY HAND WITH YOUR NEEDLE AND THREAD.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
	p28; 22	p46 p80
	p28; 22	p46
	p28; 22	p46
	p28; 22	p46
	p28; 22	p46

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
33. To sew simple clothing by machine. Use the format followed in assessment #31 and add: THREAD THE MACHINE AND SEW YOUR ARTICLE OF CLOTHING.		p28; 22	p46
34. To iron or press own clothing. Provide an iron and ironing board and two or three pieces of clothing such as blouses, shirts, slacks. IRON (PRESS) THIS BLOUSE (SHIRT, SLACKS).		p28; 22	p46
35. To budget for clothing based on a specific allotment. JOHN, IF YOU HAD $_____ TO SPEND ON NEW CLOTHES, WHAT WOULD YOU BUY?		p27; 7c, d p28; 22	
36. To shop for clothing. For junior high school students, this ability may need to be assessed through a role-playing activity. For senior high students, a field trip might be arranged to determine the type of clothing the student would select.		p27; 7c,d p28; 22	p80
37. To select clothes based on fashion, economy, durability, and use. PRETEND THAT YOU ARE GOING TO TALK TO AN EMPLOYER ABOUT A JOB TOMORROW MORNING. TOMORROW WEAR THE CLOTHES THAT YOU WOULD WEAR IF YOU WERE GOING TO TALK TO THE MAN/WOMAN WHO MIGHT HIRE YOU.	W 95	p28; 22	p80
38. To describe ways of caring for clothes. Present three articles of clothing that are in good condition and three that are in poor condition (a skirt with a hem dangling, a faded shirt, a dress or shirt with buttons missing). JOHN, TELL ME (SHOW ME) WHICH PIECES OF CLOTHING ARE IN GOOD CONDITION, POOR CONDITION. WHAT COULD YOU DO TO KEEP THESE CLOTHES IN GOOD CONDITION?		p28; 22	

(Abilities and assessments)

39. To make a food budget based on a specific wage allotment.

MARTY, PRETEND THAT YOU ARE MAKING $400.00 A MONTH. HERE IS A SHEET OF PAPER. FIGURE OUT THE ITEMS YOU WOULD BUY FOR A WEEK AND HOW MUCH YOU WOULD SPEND. REMEMBER WE HAVE STUDIED ABOUT THE KINDS OF FOODS WE NEED TO KEEP US HEALTHY.

40. To systematically organize a task.

MARK, YOUR MOTHER HAS ASKED YOU TO CLEAN THE REFRIGERATOR. TELL ME WHAT YOU WOULD DO TO GET READY TO CLEAN THE REFRIGERATOR AND HOW YOU WOULD CLEAN IT.

41. To purchase food for a nutritious meal.

REMEMBER, WE HAVE STUDIED ABOUT THE KINDS OF FOOD WE NEED TO KEEP HEALTHY. MAKE A GROCERY LIST OF THE FOOD WE COULD BUY FOR A MEAL THAT HAS THE FOODS TO KEEP US HEALTHY.

Have pupils role-play buying the food.

42. To plan and prepare a simple nutritious meal.

If possible, provide an opportunity for each student to participate in planning and preparing a meal in the school. Combine the list and select appropriate items in assessment #41 above for purchasing the food. Observe each student and assess his ability in planning and preparing the meal based on the criteria you have established.

43. To demonstrate sanitary measures in handling and preparing food.

Arrange for in-class preparation of a complete meal. Observe pupils for awareness and practice of "clean" handling of food during preparation and service. (1) Pupils with long hair should be wearing hair nets; (2) hands should be washed thoroughly with soap; (3) clothes should be clean; (4) any contaminated (dirtied) food should be discarded; (5) fresh fruits and vegetables for salads should be washed; etc.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
	p27; 7c, d 10 p28; 23	p46
	p27; 7c, d, 10 p28; 23	p80
	p27; 10 p28; 23	
W 99	p24; 33-43 p25; 46 p27; 10 p28; 23	p80

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
44. To recognize ways of preparing food and feeding a young child. If the child is an infant, ask questions similar to the following: HOW WOULD YOU PREPARE THE BABY'S FORMULA? HOW WOULD YOU FIND OUT ABOUT FOODS HE CAN EAT AND HOW TO FEED HIM/HER? HOW WOULD YOU HOLD HIM TO GIVE HIM/HER THE BOTTLE? HOW WOULD YOU "BURP" HIM? If the child is older and no longer needs a bottle: WHAT KINDS OF FOODS SHOULD HE EAT? HOW WOULD YOU PREPARE HIS/HER FOOD? WHAT ARE SOME OF THE THINGS YOU SHOULD REMEMBER BEFORE FEEDING THE CHILD?		p27; 10 p28; 16	p80
45. To practice safety precautions when caring for a young child. Use a doll to represent a baby. TAKE THIS BABY AND SHOW ME (TELL ME) HOW YOU WOULD TAKE CARE OF HIM TO KEEP HIM SAFE.		p28; 16	p80
46. To plan play activities for a young child. SALLY, PRETEND THAT LARRY IS A FOUR-YEAR-OLD BOY. TELL ME (SHOW ME) SOME OF THE THINGS YOU WOULD DO OR GAMES YOU WOULD PLAY TO ENTERTAIN HIM.		p28; 16	p40
47. To provide for adequate sleep and rest for the young child. JOHN, SUPPOSE YOU WERE RESPONSIBLE FOR TAKING CARE OF YOUR THREE-YEAR-OLD BROTHER FOR A DAY. WHAT WOULD YOU DO TO SEE THAT HE GOT ENOUGH REST AND SLEEP?		p28; 16	
48. To identify ways of showing love and affection for the young child. Use a large baby doll. I WILL DO SOME THINGS WITH THE BABY. WHEN I DO SOMETHING THAT IS LOVING (AFFECTIONATE) YOU RAISE YOUR HAND.		p28; 16	p80

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
Fondle the baby, turn away from it, play with the baby with a toy, feed and hold the baby, talk softly, talk harshly, "burp" the baby, etc.			
49. To describe ways of preventing illness in the young child.		p18; 12	
TELL ME SOME WAYS YOU CAN KEEP A LITTLE CHILD FROM GETTING SICK.		p28; 16	
50. To describe ways of providing first aid.		p18; 9	p29
Show pictures of persons who have injuries, a bleeding cut, a broken arm or leg, burns, etc. Hold up each picture.			
WHAT SHOULD YOU DO TO GIVE THIS PERSON FIRST AID?			
Emphasize the need to call a doctor if the injury is serious and to follow his instructions.			
51. To describe some ways of caring for a sick child.		p28; 16	
Use a large baby doll.			
THE BABY IS SICK. TELL ME SOME THINGS THAT I SHOULD DO TO TAKE CARE OF IT.			
52. To assume responsibility for babysitting.	W 101	p28; 16	p80
SUE (JOHN), WE HAVE LEARNED SOME THINGS ABOUT CARING FOR YOUNG CHILDREN. PRETEND YOU HAVE BEEN ASKED TO BABYSIT FOR A NEIGHBOR'S FIVE-YEAR-OLD SON. TELL ME THE THINGS YOU WOULD HAVE TO KNOW ABOUT THE JOB AND THE THINGS YOU WOULD HAVE TO DO TO TAKE GOOD CARE OF THE CHILD.			
53. To make a monthly budget based on a specified "take home" monthly wage.		p26; 4-6 p27; 7a, b c,d, 8, 10	
Set up a hypothetical but realistic budgeting situation for the pupil. Have him do the calculations and make the entries. This could be done as follows: State a realistic monthly income. Specify necessary expenditures such as rent, utilities, car payments, food, and savings. Have the pupil			

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
list other things for which he might wish to spend money. PREPARE A BUDGET FOR THIS MONTH.			
54. To evaluate per unit costs of various brands of food items. Have several different brands of the same food item. Each can should be the same size, but the cost will vary according to brand. Point to one brand at a time. BRAND X COSTS $ .48 A CAN, BRAND Y COSTS $ .64 A CAN. EACH CAN CONTAINS 16 OUNCES OF PEACHES. HOW MUCH DOES BRAND X COST FOR ONE OUNCE? HOW MUCH DOES BRAND Y COST FOR ONE OUNCE?	W 104	p26; 4-6 p27; 7a, b c,d, 10	p46
55. To evaluate per item costs of various brands of clothing. Show the pupil different brands of the same aritcle of clothing with the prices given. EXAMINE EACH OF THESE (PAIRS OF SHOES). TELL ME WHICH ONE IS HIGH-PRICED, MEDIUM-PRICED, LOW-PRICED.		p28; 22	
56. To define consumer credit. WHAT DOES IT MEAN TO BUY SOMETHING WITH "NO MONEY DOWN"? WHAT DOES "EASY CREDIT" MEAN? WHAT DOES "CREDIT" MEAN?		p26; 4-6	
57. To list ways credit may be obtained. WHAT ARE THE DIFFERENT WAYS THAT YOU CAN GET CREDIT?		p26; 4-6	p40
58. To name places that give credit. WHAT PLACES CAN YOU NAME THAT WOULD GIVE YOU CREDIT?		p26; 4-6	p40
59. To define "interest rates" and "carrying charges." WHAT DOES "INTEREST RATE" MEAN? WHAT ARE SOME USUAL INTEREST RATES? WHAT DOES "CARRYING CHARGE" MEAN?		p26; 4-6	

(Abilities and assessments)

60. To compare the interest charges of various lenders and to compute the total cost of a specified loan.

IF YOU BORROWED $500 FROM A BANK AT 12% INTEREST, HOW MUCH WOULD YOU PAY BACK TO THE BANK? IF YOU BORROWED $500 FROM A FINANCE COMPANY AT 15% INTEREST, HOW MUCH WOULD YOU PAY BACK TO THE FINANCE COMPANY? IF YOU PAID $500 FOR FURNITURE WITH A 20% CARRYING CHARGE, HOW MUCH WOULD YOU PAY BACK TO THE FURNITURE COMPANY?

61. To state the reasons for and against using credit.

HOW IS CREDIT BUYING A GOOD IDEA? HOW IS CREDIT BUYING A BAD IDEA?

62. To predict the consequences of the unwise use of credit.

WHAT IS LIKELY TO HAPPEN IF YOU BORROW MORE MONEY THAN YOU CAN REPAY? WILL YOU BE ABLE TO CHARGE THINGS AT A STORE IN THE FUTURE IF YOU DON'T PAY FOR WHAT YOU HAVE CHARGED? WHAT WILL HAPPEN IF YOU BUY A TELEVISION SET AND CAN'T MAKE THE MONTHLY PAYMENTS?

63. To describe the services of a bank.

TELL ME THE WAYS THAT A BANK CAN HELP YOU WITH YOUR MONEY. GIVE THREE REASONS FOR USING THE SERVICES OF A BANK.

64. To fill out check forms.

Present the pupil with a facsimile of a familiar check form.

FILL OUT THIS CHECK FOR (dollar amount) TO ME.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
W 106	p26; 4-6	
	p27; 7a, b, c, d, 8a,c	
	p26; 4	p40
W 108	p26; 4-6	
	p26; 4	
W 110	p26; 4 p27; 7d, 8a,c	p46

(Abilities and assessments)

Level V (C.A. 16-18+ High School)

WORK-STUDY: GETTING AND HOLDING A JOB

Note: Before beginning Level V, assess (or reassess) Level IV abilities.

1. To identify potential jobs consistent with ability and personality.

   Have the pupil refer to the chart which he has developed to identify his abilities and personality traits. Present him with a list of jobs.

   FIND THOSE JOBS THAT YOU THINK WOULD BE BEST FOR YOU.

2. To identify ways of finding a job.

   NAME AS MANY WAYS AS YOU CAN TO HELP YOU FIND A JOB.

3. To apply for a work permit.

   HERE IS A WORK PERMIT. FILL IT OUT.

4. To apply for a job.

   Once the pupil has selected an appropriate and available job, give him these instructions:

   FILL OUT THIS APPLICATION FORM. GO APPLY FOR (job title). AFTER YOU HAVE APPLIED, REPORT BACK TO ME WHAT YOU AND THE EMPLOYER DID AND SAID WHEN YOU APPLIED.

   Note: Contact the work-study coordinator to determine the procedure to follow.

5. To participate in a job interview.

   WHAT DID YOU SAY AND DO WHEN YOU WERE INTERVIEWED FOR (job name)?

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
	p27; 9b-g, 11-14	
	p28; 15, 17, 18,20,24-27	p40
	p27; 9e	p40
W 112	p27; 9e, 11 12	p46
	p28; 18	
	p27; 9e, 11 12	p46
		p80
W 113	p27; 9e, 11, 12	
	p28; 18	p80

(Abilities and assessments)

	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
6. To identify ways of getting to and from the job. HOW CAN YOU GET TO YOUR JOB AND BACK HOME OR BACK TO YOUR SCHOOL?		p27; 9f, 13, 14	
7. To practice good work habits on the job. Use the Supervisor's Evaluation Report form. (Refer to Appendix B.) TELL ME HOW YOU WORK ON THE JOB. ARE YOU ON TIME? DO YOU DO AS YOU ARE ASKED? Etc.		p28; 17, 20, 21,25	p80
8. To demonstrate the use of safety measures on the job. WHAT ARE SOME OF THE SAFETY HABITS YOU HAVE TO PRACTICE ON THE JOB TO KEEP FROM HURTING YOURSELF AND OTHERS?		p28; 26	p80
9. To practice personal hygiene habits. WHAT DO YOU DO ON THE JOB TO KEEP YOURSELF CLEAN AND HEALTHY?		p24; 28 p25;54 p22; 7	p80 p80
10. To exercise self-control in working with peers and supervisor(s). WHAT DO YOU DO WHEN YOU HAVE STRONG FEELINGS ON THE JOB? FOR INSTANCE, IF YOU'RE REALLY ANGRY AT THE BOSS OR REALLY ATTRACTED TO THE GIRL (BOY) IN THE OFFICE, WHAT WOULD YOU DO? (Use Supervisor's Evaluation Report for discussion of various strengths and limitations.)		p23; 9, 13, 19,21,24, 26 p27; 9f	
11. To evaluate personal behavior and competencies. Have each pupil fill out a Work-Study Student Evaluation Form. (Refer to STA.) WHICH OF YOUR ABILITIES HELP(S) YOU ON THE JOB? Ask other questions that appear on the Work-Study Student Evaluation Form.	W 114	p27; 9b-g, 11-14	

(Abilities and assessments)

12. To alter own behavior on the basis of employer's evaluation of job performance.

    Use the completed Supervisor's Evaluation Report.

    DOUGLAS, TWO WEEKS AGO YOU AND MR. GREEN (the work-study coordinator) TALKED ABOUT THE WAYS IN WHICH YOU COULD IMPROVE YOUR WORK. WHAT HAVE YOU DONE DIFFERENTLY SINCE YOUR TALK WITH MR. GREEN? WHAT DIFFICULTY HAVE YOU HAD CHANGING?

13. To state reasons why people lose jobs.

    TELL ME REASONS A PERSON MIGHT LOSE A JOB.

14. To identify the grievance procedures relating to his/her job.

    SUPPOSE YOU REALLY GET ANGRY AT YOUR SUPERVISOR ABOUT SOMETHING HE HAS ASKED YOU TO DO ON THE JOB. WHAT SHOULD YOU DO?

15. To demonstrate following grievance procedures (if needed).

    DOUGLAS, WHEN YOU GET ANGRY AT YOUR BOSS ABOUT YOUR WOPK, WHAT DO YOU DO?

Note: Arrange an occasional conference with the work-study coordinator or the employer to discuss job performance of your students.

16. To learn new vocabulary words related to his job.

    After the student has brought in words which are unique to his job and which he does not know, give him a chance to learn them, and then review the words with the student.

HOMEMAKING

Reassess Homemaking abilities in Level IV.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies
W 117	p27; 9f, 13, 14 p28; 17, 20, 21, 25	
W 118	p27; 9f, 13, 14 p28; 17, 25 p27; 9g	
		p30
	p27; 9b-g, 11-14 p28; 17, 18, 20,25,27	p40 p46

(Abilities and assessments)

MAINTENANCE OF HOUSE AND GROUNDS*	TEACHER TIPS		
	Suggested Activities	Teaching Resources	Teaching Strategies
17. To participate in a landscaping project.			p80
Assign each student a specific job in the landscaping project. Observe to determine if the job is done according to the criteria established.			
18. To make minor repairs of tools, implements and appliances.			p46
Present the student with small common tools, implements and appliances, one at a time, which are in need of minor repair.			p80
REPAIR THESE.			
19. To operate common power tools.			p46
Present the student with a power drill, power saws (circular and saber), a power sander, and a router and a job appropriate for each tool.			
JANE, DRILL A HOLE (SAW A PIECE FROM THE WOOD, SAND THE WOOD, etc.) WITH THE DRILL (SAW, SANDER, etc.).			
20. To paint household items.			p46
Present the student with common household items (cabinets, chairs, foot lockers, etc.) and appropriate materials.			
PAINT THIS.			
21. To use cleaning products and equipment.			p46
Present the student with various surfaces to be cleaned (tile floors, wooden table tops, formica			

*Arrange for the appropriate personnel to assist you or to assess these abilities. These students could participate in industrial arts classes and/or school and community projects.

(Abilities and assessments)

tops, carpets, glass, marble, and porcelain). Have a variety of cleaning materials and equipment available. Select one surface at a time for the student to clean.

HERE ARE SOME CLEANING MATERIALS. USE WHATEVER YOU THINK IS BEST TO CLEAN THIS.

TEACHER TIPS		
Suggested Activities	Teaching Resources	Teaching Strategies

LEVEL I

Ability and Assessment:

1. To follow simple spoken directions.

Get the pupil's attention. Give one direction at a time.

PICK UP THE HAMMER . . . TOUCH THE WASTEBASKE . . . GO TO THE CHALKBOARD . . . PICK UP THIS PAPER . . . etc.

Content-Development Activities:

(1) Cut out paper "listening ears." Each pupil gets a pair.

PUT ON YOUR LISTENING EARS. LISTEN CAREFULLY. DO WHAT I TELL YOU.

STAND UP . . .
HOLD UP YOUR HANDS . . .
JUMP TWICE . . .
WAVE YOUR HAND . . .

Task Analysis

Process		Cognition
In:	auditory verbal	perceptual awareness
Out:	motor nonverbal	

(2) Play the "Hokie Pokie" or "Simon Says."

WE WILL PLAY A GAME THAT TELLS US WHAT TO DO. TOM, YOU MAY BE THE FIRST LEADER.

(3) Use hand puppets to give simple directions. Have pupils use the hand puppets to give simple directions.

(4) Choose appropriate content-development activities in the Auditory Skills section of Part I of the guide.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p7; 28a,b	
p7; 28a,b	

(Level I)

Reinforcement Activities:

(1) Specify part of each day as Listening Time. Repeat and review simple directions of the type found in content-development activity (1) above.

(2) Have pupils give simple directions to other pupils.

(3) Pantomime directions and have pupils guess and/or follow the directions.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p7; 28a, b	p46 p31

(Level I)

Ability and Assessment:

7. To use toy replicas of common hand tools.

Present the following toys to the pupil: a large pounding board with pegs, plastic screw, plastic or wood nut, small piece of soft wood. Make the appropriate toy tools available to the pupil (hammer, wrench, saw, screw driver).

TAKE THESE (the tools) AND USE THEM WITH THESE (the toys).

Content-Development Activities:

(1) Demonstrate pounding using a pounding board and hammer.

Place the handle of a toy hammer in the hand of the pupil. Place your hand over his hand exerting enough pressure to cause his hand to close on the handle of the hammer. Align the head of the hammer so that its face is pointing toward the peg.

LOOK AT THE PEG. HOLD THE HAMMER. HIT THE PEG. HIT, HIT.

Task Analysis

Process		Cognition
In:	visual nonverbal	perceptual awareness
	auditory verbal	
Out:	motor nonverbal	

(2) Demonstrate turning a toy screw with a toy screw driver.

Place the handle of the screw driver in the pupil's hand. Place your hand over his, exerting enough pressure to cause his hand to close on the handle. Align the blade of the screw driver so that the tip will fit into the slot of the screw. Push the screw driver into the slot. Gently turn the pupil's hand in a twisting motion.

LOOK AT THE SCREW DRIVER. PLACE IT ON THE SCREW. TURN. TURN THE SCREW.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p46

(Level I)

(3) Demonstrate turning a plastic nut on a plastic bolt, using a toy wrench.

YOU PUT THE NUT ON. TURN IT WITH THIS WRENCH.

(4) Place a thin (1/4") piece of soft wood in a vise. Demonstrate sawing the wood with a small toy saw. Give the saw to the pupil. Point to another starting point on the upper edge of the wood.

YOU CUT THE WOOD THE WAY I DID.

(5) Use the instructional procedure described in activities (1) and (2) above to teach the grasp and movement needed for each of the tools.

Reinforcement Activities:

(1) Have the tools and materials accessible to the pupils. Encourage that they be used by the pupils each day.

Repeat assessment activity when you believe the child is ready to perform the activity.

TEACHER TIPS	
Teaching Resources	Teaching Strategies

(Level I)

Ability and Assessment:

10. To attend to and complete an assigned task.

FRANK, PUT THE PUZZLES IN THE PUZZLE BOX (or alternate tasks that are appropriate for your pupils).

Content-Development Activities:

(1) Show pictures of a stick figure doing classroom tasks. As each picture is presented, ask the question:

WHO WOULD LIKE TO DO THIS JOB?

If pictures are not available, describe one classroom task at a time.

(2) Demonstrate how a chosen task is done. Provide necessary tools or materials needed. Have pupil do the task as you observe or help.

NOW, YOU EMPTY THE WASTE BASKET (PUT THE BLOCKS AWAY, etc.).

Demonstrate each part of each classroom task with other pupils.

WATCH ME. I WILL _____ , THEN YOU DO IT.

(3) Give the verbal directions for each part of the task.

LISTEN TO ME AND DO WHAT I TELL YOU.

(4) Give each pupil a picture of his task.

LOOK AT THE PICTURE. IT IS A PICTURE OF YOUR JOB IN THE CLASSROOM.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p27; 9b, c	
	p29
	p29

(Level I)

Hold up pictures of each task.

WHOSE JOB IS THIS? PUT THE PICTURE ON YOUR DESK.

Task Analysis

Process		Cognition
In:	visual nonverbal	perceptual
Out:	motor nonverbal	awareness
		recall (last task)

(5) Have pupils pantomime doing their jobs and ask other pupils to guess the jobs.

Reinforcement Activities:

(1) Take Polaroid pictures of each pupil doing his job. Place these pictures on the left side of a chart. Across the top of the chart have the days of the week. At the end of each school day ask each pupil:

DID YOU DO YOUR JOB TODAY? PUT A MARK HERE (point to the day space beside his/her picture).

(2) Have each pupil make a picture book of the jobs he does in school. This book can take the form of a coloring book titled "Things I Can Do By Myself in School." Send the book home for the parents to see and return it to the school.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p29

(Level I)

Ability and Assessment:

12. To complete an assigned task which requires teamwork.

SALLY, YOU AND FRANK CLEAN THE CHALKBOARD. WORK TOGETHER SO THAT YOU HELP EACH OTHER DO THE JOB.

Content-Development Activities:

(1) Stand or sit in front of the class with your aide.

MS. (your aide's name) AND I HELP EACH OTHER. WE WORK TOGETHER. MS. _____ , WE NEED TO GIVE MILK AND CRACKERS TO EVERYONE IN THE CLASS. LET'S WORK TOGETHER TO DO IT.

As the two of you do the job, talk about how you are working together. After the snack, ask:

WHO CAN TELL ME HOW MS. _____ AND I WERE WORKING TOGETHER?

(2) Take a big bag full of paper or anything else that requires both hands to carry. Walk to the door.

I DO NOT WANT TO PUT THE BAG DOWN. I WANT TO GET THE DOOR OPEN. CAN SOMEONE HELP ME? THANK YOU, JIM.

Stand beside Jim in front of the class.

TO GET THE DOOR OPEN AND THE BAG OUT, JIM AND I WORKED TOGETHER.

(3) DAVID, YOU TAKE THE BIG BAG. WHO CAN WORK WITH DAVID SO THAT HE CAN GET THE BIG BAG OUTSIDE THE DOOR?

After the two pupils have worked together, have them stand side by side in front of the class.

HOW DID DAVID AND BILLY WORK TOGETHER?

(4) You and your aide demonstrate putting a puzzle together when each of you has some of the pieces of the puzzle.

Divide the class into four member teams. Give each team a name. Give each team a four-piece puzzle. Give each team member one piece of the puzzle.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p28; 25	
	p31
	p31

(Level I)

PUT THE PUZZLES TOGETHER. THE FIRST TEAM TO FINISH THE PUZZLE WILL WIN A PRIZE.

Task Analysis

Process	Cognition
In: visual nonverbal	perceptual
Out: motor nonverbal	recognition

(5) Show pairs of pictures depicting people working together in one picture and not working together in the other. E.g., one picture of you and your aide passing out the snacks, the other picture showing one of you passing out the snacks while the other one stands or sits.

LOOK AT THESE TWO PICTURES. POINT TO THE ONE THAT SHOWS PEOPLE WORKING TOGETHER.

(6) Place some of the building blocks on a table.

I NEED THREE PEOPLE TO WORK WITH ME TO PUT THE BLOCKS AWAY.

When the pupils have been chosen, assign each one a part of the job.

ROBBY, YOU PICK UP THE BLOCKS AND GIVE THEM TO GARY. GARY, YOU PASS THE BLOCKS TO ME. I WILL PASS THE BLOCKS TO MARY. MARY, YOU PUT THE BLOCKS IN THE BOX.

Give all pupils in the class a chance to do a similar job.

(7) THERE ARE THINGS TO DO IN OUR CLASSROOM THAT NEED MORE THAN ONE PERSON TO DO THEM: PUTTING AWAY TOYS, PICKING UP PAPER FROM THE FLOOR, etc. MARY AND SUE, YOUR JOB TODAY IS TO PICK UP THE PAPER OFF THE FLOOR. DO IT NOW. (Etc.)

(8) Present five or six puzzles.

TOM AND JOHN, HERE ARE FIVE (SIX) PUZZLES. SHOW US HOW YOU WOULD WORK TOGETHER TO GIVE THESE PUZZLES TO _____ (five, six people).

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p29

(Level I)

Reinforcement Activities:

(1) Have a puppet show in which the characters work together to do a task.

(2) Make a "Team Job" chart. Display the names of the two or more pupils with a picture of the job that they are going to do, and a column to enter a star as the job is completed.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p7; 28b	p31

(Level I)

Ability and Assessment:

13. To recognize the difference between own and others' belongings.

Put several very similar articles (some of which are his) in front of the pupil.

TAKE THE THINGS THAT ARE YOURS.

Content-Development Activities:

(1) LET'S PLAY A GAME.

Have the pupils form their chairs in a semi-circle. The pupil "It" carries a bag around with items in it. "It" calls the name of a certain student, holds up an object from the bag. If the student knows whose it is, he wins the game and becomes "It."

Task Analysis

Process		Cognition
In:	visual nonverbal	perceptual
Out:	vocal verbal (if pupil responds)	recall

After everyone has had a chance, repeat the activity.

(2) WHERE DID THE ITEMS USED IN THE BAG COME FROM?

-OUR CLASS?
-THE OFFICE?
-THE GYM?
-YOUR HOUSE?
-OUR DESKS?

List the names of the articles in the bag. Have pupils go to the board and check objects which belong to pupils.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p28; 27	
p9; 43, 44	p63

(3) SOME THINGS WE USE EVERY DAY BELONG TO THE SCHOOL. TELL ME WHAT THEY ARE. (Elicit: books, puzzles, chairs, desks, etc.)

(4) WHAT DO YOU CALL SOMETHING THAT IS GIVEN TO YOU?

-Yours
-Mine
-His
-Hers

List the above words on the board.

WHEN I HOLD UP SOMETHING, POINT TO THE WORD "MINE," "HIS," "HERS," "YOURS."

HOW MANY CAN NAME SOME THINGS THAT BELONG TO YOU? HOW DO YOU KNOW THAT IT BELONGS TO YOU?

(5) Have pupils make a chart of things that belong to them and things that belong to others. Have pupils put the chart in their WORLD OF WORK notebooks.

Example:

Things that Belong to Me	Things that Belong to Others
coat belt pencil ring	school desk school books board chalk physical education equipment

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p7; 28a, b	
	p40

(Level I)

Reinforcement Activities:

(1) Have pupils make a scrap book of pictures of things that belong to them and things that belong to the school. (This activity can be extended to include things that belong to others in the home and in the military community.)

(2) Take a trip around the military base and identify signs which indicate others' possessions.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p7; 28a, b	
	p31

LEVEL II

Ability and Assessment:

5. To assist in the preparation of a simple meal.

I'M GOING TO FIX A LUNCH. DINA, COME AND HELP ME.

Content-Development Activities:

(1) Display all of the utensils and dishes which will be used in the preparation of the meal. Place each utensil or dish in the pupil's hand.

HOLD THIS. IT IS A SPOON (KNIFE, PLATE, PAN, etc.).

(2) Hold up each of the utensils and dishes that will be used in the preparation of the meal.

TELL ME WHAT THIS IS.

(3) Place all of the utensils and dishes that will be used in the preparation of the meal on a table.

SHOW ME (POINT TO) THE SPOON (KNIFE, etc.).

(4) Prepare one place setting for the meal.

LOOK AT HOW I GOT THIS PLACE READY FOR THE MEAL.

Indicate where other place settings should go.

YOU GET THESE PLACES READY FOR THE MEAL.

(5) Display the foods that can be used in the meal.

TELL ME THE FOODS WE MIGHT HAVE FOR OUR MEAL.

Task Analysis

Process		Cognition
In:	auditory verbal	conceptual
	visual nonverbal	recognition
Out:	vocal verbal	

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p24; 37, 38 42	p31
p24; 34, 35 40	
p24; 34-42	
p24; 38	

(Level II)

(6) If food for sandwiches was selected in activity (5) use the following procedure with the pupil: Lay out the bread, filling and dressing (if any) in front of the pupil.

YOU PUT THE MEAT (JELLY, PEANUT BUTTER, etc.) ON THIS PIECE OF BREAD. NOW PUT THIS PIECE OF BREAD ON TOP.

(7) If the food selected is of the salad or soup variety, use the following procedure: Place the salad and the dressing in front of the pupil.

HERE IS THE SALAD. YOU PUT THE DRESSING ON. MIX IT INTO THE SALAD.

Place the open can of soup and a saucepan in front of the pupil.

PUT THE SOUP IN THE PAN. STIR THE SOUP.

(8) If the food selected is prepackaged (potato chips, pretzels, etc.), place the open package in front of the pupil.

YOU TAKE SOME CHIPS (PRETZELS, etc.) AND PUT SOME ON EACH PLATE.

Reinforcement Activities:

(1) Check with the parent of the pupil to encourage her/him to allow pupils to assist her/him in the preparation of a simple meal or snack. Send simple recipes home to parents, e.g., applesauce.

(2) Have the pupils report how they helped parents to prepare a meal.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p24; 41	

(Level II)

Ability and Assessment:

9. To choose appropriate tools, materials, and supplies for a specific work-related task.

FRANK, YOUR JOB IS TO (WASH THE BOARD). GET EVERYTHING THAT YOU WILL NEED TO DO THE JOB BEFORE YOU GET STARTED.

Content-Development Activities:

(1) Develop the following chart: Jobs and Things We Need to Do the Job

(2) Give each pupil a worksheet that has his job in the left column and pictures of several job tools on the right side.

LOOK AT YOUR JOB. CIRCLE THE THINGS THAT YOU NEED TO DO YOUR JOB.

Task Analysis

Process		Cognition
In:	visual verbal	conceptual
Out:	motor nonverbal	recognition

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p27; 10	

(Level II)

(3) Select two pupils. Each one will alternately be the worker and the helper.

SALLY, YOU ARE THE WORKER. YOUR JOB IS TO CLEAN THE FLOOR. LOUISE, YOU ARE THE HELPER. TELL SALLY THE THINGS SHE NEEDS TO DO THE JOB.

(4) Show a picture of a male or female stick figure and a dog.

THIS PERSON WANTS TO MAKE A HOUSE FOR THE DOG. WHAT THINGS WOULD YOU GIVE HIM TO DO THE JOB?

Reinforcement Activities:

(1) Institute a procedure that requires each class worker to assemble the necessary materials to do his work before he/she begins the job.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p7; 8b	p29

(Level II)

Ability and Assessment:

15. To observe simple health practices.

Prepare a snack shortly after pupils return from the playground.

GET READY FOR JUICE AND COOKIES. WHAT DO YOU DO BEFORE YOU EAT? (Wash hands.)

After the snack, ask:

WHAT SHOULD YOU DO AFTER MEALS TO PREVENT CAVITIES IN YOUR TEETH? (Brush teeth, or if you can't brush rinse your mouth with water.)

Use other questions such as: WHAT SHOULD YOU DO AFTER GOING TO THE BATHROOM? (Wash hands.)

Content-Development Activities:

(1) WHAT ARE SOME THINGS WE SHOULD DO TO KEEP HEALTHY?

As pupils respond, place their statements on an experience chart. Have them read and discuss the statements, giving reasons for observing these practices.

(2) Sing the song "This is the way _____ (we wash our hands . . . we brush our teeth . . . etc.)."

(3) Invite the school nurse to talk to the class about cleanliness habits and the importance of good health. She might demonstrate the correct way to brush teeth, etc.

(4) Tape record the nurse's talk (or parts of it) and permit pupil to play it back at the Learning Center.

Reinforcement Activities:

(1) Provide opportunities for pupils to practice simple health habits in the classroom. Call attention to those who observe these practices.

(2) Have pupils make a chart to take home, listing important health habits under days of the week. Ask parents to place a check mark by the habits the pupils observed and a zero by the habits they did not.

(3) Have pupils demonstrate acceptable ways of washing hands, brushing teeth, etc.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p18; 9, 10	
	p40
	p29 p46

(Level II)

Ability and Assessment:

17. To identify common environmental symbols.

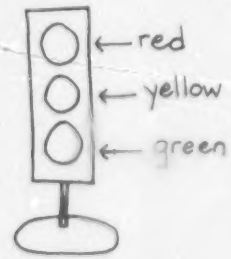
Have pictures of common environmental symbols (stop sign, bathroom doors with male or female silhouette on them, traffic lights). Point to each and say:

SHOW ME WHAT YOU DO WHEN YOU SEE THIS.

Content-Development Activities:

(1) Construct a traffic light by placing three circles each 5" in diameter--one red, one yellow, and one green--on a rectangular strip of cardboard mounted on a broom handle or other standard equipment.

Example:



Point to each color as you teach the children this song: (Use a popular melody.)

The red light says STOP
The green light says GO
The yellow light says
You better wait a minute

SING THE SONG WITH ME.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p28; 19	

(Level II)

	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
(2) Lay out an intersection, using masking tape as the curb marker and the model traffic light. Have each pupil come to the curb. POINT TO EACH COLOR OF THE "TRAFFIC LIGHT" AS I SAY IT. WHEN I POINT TO THE COLOR, YOU DO WHAT IT SAYS.		p31
Task Analysis Process: In: visual nonverbal; Out: motor nonverbal Cognition: perceptual awareness		
(3) Use outlined circles on worksheets, one large circle to a sheet. Under the circle have one of the following words: STOP, GO, WAIT. Give the class one page at a time. THIS ONE SAYS "STOP." COLOR IT RED. (Etc.)	p7; 28b	
(4) Take a walk to the nearest street crossing where there is a traffic light. Take one pupil at a time. Hold his hand at the curb. LOOK AT THE LIGHT. DO WHAT IT SAYS.		p31
(5) Place silhouettes of standing male and female figures, one at a time, on the overhead projector. THIS IS A PICTURE OF A BOY (GIRL). ALL THE BOYS (GIRLS) STAND UP.		p30
(6) Use the same picture but add an outline of a door for each silhouette. Present the picture. THIS IS A BATHROOM (RESTROOM). ALL THE PEOPLE WHO WOULD USE THIS BATHROOM, RAISE THEIR HAND.		p30
(7) Bring in empty containers of dangerous substances, such as cleaning supply containers, medicine bottles, etc. WHO USES THESE? TELL ME WHAT THEY ARE. ARE THESE THINGS TO PLAY WITH? WHAT ARE THEY? ARE THESE THINGS TO WORK WITH? WHAT ARE THEY? ARE THESE THINGS TO EAT OR DRINK? WHAT ARE THEY?		

(Level II)

Reinforcement Activities:

(1) Take a walk around the base looking for "danger signs." Make a large poster displaying pictures of the "danger signs." Label each picture.

(2) Play safety games designed to teach safe pedestrian habits to younger children.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p46
	p63

LEVEL III

Ability and Assessment:

2. To identify some jobs in the school.

Have pictures of people doing jobs in the school building and people doing work not associated with the school.

POINT TO THE PEOPLE DOING SCHOOL JOBS. NOW, WHAT JOB IS THIS ONE DOING? THIS ONE?

Content-Development Activities:

(1) Take a walk around the school building. Take pictures, if possible, of teachers, custodians, coaches, cooks, etc. doing their jobs.

LOOK FOR PEOPLE DOING JOBS IN OUR SCHOOL. WHEN YOU SEE SOMEONE WORKING, TELL ME WHAT JOB HE IS DOING.

(2) Develop an experience chart based on the trip around the school building. List the job-related words on the chalkboard. Explain them.

(3) Have pictures of people doing work in the school. Show each picture.

DID WE SEE SOMEONE DOING THIS WORK? WHAT IS THAT PERSON'S (Or, MR. JONES') JOB?

(4) Ask the people who are workers in the school to visit the classroom to talk about their jobs. Make tape recordings. Have pupils play back the tapes at Learning Centers.

(5) Place the pictures on a chart labeled "Workers In Our School." Have the picture on one side and the name of the worker across from the picture. Point to the chart.

WHO IS THIS? WHAT DOES HE DO (WHAT IS HIS/HER JOB)?

Task Analysis

Process		Cognition
In:	visual verbal	perceptual
Out:	vocal verbal	recall

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(Level III)

(6) Do a role-playing activity. Divide the class into two groups. One group plays the roles of different workers in the school and the other group directs questions to role-players.

Reinforcement Activities:

(1) As part of the morning activities have a time for the pupils to tell about workers they saw on the way to or from school.

WHO DID YOU SEE WORKING IN OUR SCHOOL WHEN YOU CAME IN THIS MORNING? WHAT JOB WAS HE/SHE DOING?

(2) Have either real or play articles of clothing and tools which are associated with workers in the school for the pupils' use during "dress up" pretend time. Ask questions such as the following:

YOU HAVE ON A JACKET AND TIE. WHAT JOB ARE YOU PRETENDING TO DO IN OUR SCHOOL?

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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	p80

W 64.1

BEST COPY AVAILABLE

W 64.2

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(Level III)

Ability and Assessment:

4. To sort work-related objects according to category of use.

Present the pupil with an assortment of pictures or real objects of the following: hammers, saws, case or butter knives, pieces of cloth, sponges, cleansers, pans, buckets, scissors, pencils, crayons, pliers, clamps.

LOOK AT THESE THINGS. WE DO OUR WORK WITH THEM. FIND ALL THE THINGS (PICTURES OF THINGS) THAT WE WOULD NEED TO DO THE WORK OF CUTTING (WIPING, HITTING, HOLDING, DRAWING, CLEANING, etc.).

Content-Development Activities:

(1) Present several implements such as a wooden block, a medium-size stone, a pair of scissors, a mallet, a magazine, and a coping saw.

TAKE THE THINGS THAT YOU WOULD NEED TO CUT PICTURES FROM A MAGAZINE.

(2) Present the pupil with the following: a block of paraffin wax, a 6" piece of 1x4-inch white pine, a bar of soap, a piece of paper, a 6" length of string or twine and a slice of bread. Have the following implements directly available to the pupil: a hammer, a pair of scissors, a butter knife, a saw, a steak knife, a feather, a 12" ruler with a metal straight edge.

USE THE TOOL(S) YOU NEED TO CUT EACH ONE OF THESE THINGS.

(3) Show the pupil a dirty surface such as a table or desk top. Have the following materials available to the pupil: sponge, paper towel, a cloth, a wad of cotton, a piece of wood, a hammer and a container of water.

USE THE TOOLS YOU NEED TO CLEAN THIS DESK TOP.

(4) Place the following items before the pupil: two pieces of wood, not more than four sheets of notebook paper, and a metal rod with some rust on it. Have glue, paper clips, a vise, a pair of pliers, a hammer, a ruler, a rock, and a "C" clamp available to the pupil.

PUT TWO PIECES OF WOOD TOGETHER SO THAT THEY WILL STAY. PUT TWO PIECES OF PAPER TOGETHER SO THAT YOU CAN TURN THEM LIKE PAGES OF A BOOK. FIND A TOOL TO HOLD THIS ROD SO THAT YOU CAN WIPE THE RUST OFF THE ROD.

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(Level III)

	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
(5) I WANT TO HANG THIS PICTURE. TELL ME THE THINGS I COULD USE FOR TOOLS TO HELP ME PUT UP THIS PICTURE.		
Reinforcement Activities:		
(1) Have the class develop a chart titled "Work and Tools That Help." On the left side of the chart write names of categories of work such as: cutting work, cleaning work, hitting work, etc. On the right side of the chart have the pupils put in either pictures or the names of tools that would do the work in the category.		p40
(2) As pupils are assigned tasks, have them choose the appropriate tools and/or materials to complete the task.		

(Level III)

Ability and Assessment:

6. To complete an assigned task.

JOHN, THE BOARD NEEDS TO BE CLEANED. PLEASE CLEAN IT. (Use other tasks for other pupils.)

Content-Development Activities:

(1) Hold up pictures of children working at home or doing a task in school.

WHO CAN TELL ME WHAT SOME OF THE CHILDREN ARE DOING? CAN YOU SHOW ME HOW YOU WOULD DO SOME OF THE THINGS YOU SEE CHILDREN DOING IN THE PICTURES? (Give each pupil a chance to show how he would do a task depicted in a picture.)

(2) TELL ME WHAT TASK(S) YOU DO AT HOME TO HELP YOUR MOTHER AND FATHER.

Probable responses:

- -cleaning my room
- -drying the dishes
- -washing the bathtub
- -dusting the furniture
- -hanging up my clothes
- -carrying out trash or garbage

Task Analysis

Process		Cognition
In:	auditory verbal	conceptual
Out:	vocal verbal	recall

(3) Make a work assignment chart and assign various tasks. Have a discussion with pupils about performing the tasks. Discuss what each student must do to get ready for the job; to do the job; to put things away after finishing the job.

Example: If Bill is to wash the board he must:

- -erase the board
- -remove all chalk
- -get the pail and water
- -get the sponge
- -wash the board

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-dust the erasers (outside)
-replace the erasers
-replace the chalk
-empty the bucket
-put the bucket where it belongs
-wash the sponge and put it where it belongs

Emphasize the importance of knowing what the student has to do, doing it, completing the task, and putting things away after the task is completed.

(4) TELL ME WHAT YOU SHOULD DO IF YOU TAKE OUT A PUZZLE DURING FREE TIME, TAKE IT APART AND DECIDE THAT YOU DO NOT WANT TO PLAY WITH IT ANYMORE. (Elicit: I should complete the puzzle before returning it, or put the pieces in the puzzle container.)

(5) Help pupils make a bulletin board display about starting and finishing tasks.

Reinforcement Activities:

(1) Have pupils role-play situations in which they know what they are to do but get distracted before completing their tasks. Discuss the consequences of not completing tasks.

(2) Have pupils draw pictures of people starting and completing tasks.

(3) Use situations in the classroom to emphasize the importance of completing a task.

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Teaching Resources	Teaching Strategies
	p80

(Level III)

Ability and Assessment:

9. To assume responsibility for taking care of equipment and materials.

Assign a task to each member of the class. (E.g., taking care of various types of audio-visual equipment, library books, etc.) Observe the performance of each pupil for a 3-4 day period. Have each pupil tell the class how he did his task.

Content-Development Activities:

(1) Demonstrate how pupils should take care of their equipment and materials. (This activity may be done over several days, depending on when equipment is used in class.)

WHAT DO YOU DO TO TAKE CARE OF A TAPE RECORDER, RECORD PLAYER, etc.?

-DO YOU OPERATE IT WHILE THE TEACHER IS NOT WATCHING OR IS OUT OF THE ROOM?
-DO YOU PUSH OR PLAY NEAR THE TABLE WHEN EQUIPMENT IS ON IT?
-DO YOU MARK OR PUT YOUR NAME ON THE SCHOOL'S EQUIPMENT?
-DO YOU GET EQUIPMENT WITHOUT THE TEACHER'S PERMISSION?

(2) Help pupils make a bulletin board display about classroom equipment and supplies. Develop a chart on "How To Take Care of Equipment" (one or two pieces of equipment).

(3) Assign classroom helpers to operate equipment. Demonstrate and explain to helpers what they are to do. Make sure pupils can do what you ask by having them demonstrate the task.

(4) WHY DO YOU THINK IT IS IMPORTANT TO CARE FOR EQUIPMENT AND MATERIALS?

Task Analysis

Process		Cognition
In:	auditory verbal	conceptual
Out:	vocal verbal	recall

Probable responses:
-So that we can use it again.
-To keep it working properly.

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	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
-To keep it looking pretty. -So that another class can use it. -To save money on repairs.		
(5) TELL ME HOW WE CAN KEEP OUR EQUIPMENT AND SOME OF OUR MATERIALS IN GOOD SHAPE. Elicit: -Keep it clean. -Put it away when we finish using it. -Be careful when using materials or equipment. -Know what we are doing when helping the teacher operate the equipment. -Keep desk clean and neat. -Keep furniture dusted in class. -Keep window shades properly adjusted. -Pack materials away after using them. -Do not play with pencil sharpeners. -Do not play with scissors. -Do not play with rulers. -Do not play with erasers. -Do not play with chalk.		
(6) Have pupils keep a weekly responsibility chart in which they draw pictures of equipment or materials they have been responsible for each day. Have pupils rate themselves with a (x) for a very good job or a (✓) for a fair job in taking care of their particular equipment or materials. Explain to pupils who get a (✓) how they can do a better job or have other pupils tell what they would do.	p25; 52	
Reinforcement Activities:		
(1) Review correct and incorrect ways of caring for classroom equipment and materials.		p31
(2) Have pupils select an inspection committee of three or four pupils whose duty would be to determine if the pupils have shown that they can be responsible for doing a task.		
(3) Repeat activity (6) above. Check project charts daily and provide praise for jobs well done.		

(Level III)

Ability and Assessment:

11. To produce a simple product with other members of a "production line."

Refer to Sub-unit, Part III: Cooking: Making Applesauce for assessments of various tasks.

Content-Development Activities:

(1) WE ARE GOING TO MAKE APPLESAUCE. WE WILL WORK TOGETHER IN TEAMS OF TWO. I WILL TELL YOU WHAT EACH TEAM HAS TO DO TO HELP MAKE THE APPLESAUCE.

Divide the class into pairs and write the following recipe on a chart or the chalkboard.

Recipe

1. Wash apples. Cut in quarters (1/4's).
2. Take out cores.
3. Put apples, cloves, and water in a big pan.
4. Cook 10 minutes or until apples are soft.
5. Cool. Mash through a strainer.
6. Add sugar. Stir.

Ask pupils to read the recipe or read it with them.

NOW, WHAT DO WE NEED TO DO BEFORE USING THE RECIPE? (Elicit: we need utensils, pan, measuring cup, apples, sugar, etc.)

Task Analysis

Process		Cognition
In:	auditory verbal	conceptual
Out:	vocal verbal	recall

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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Assign teams to do the tasks. Station teams in appropriate parts of the "kitchen" space. The teacher and/or aide should list utensils and ingredients on the board, with pictures of utensils if needed.

Example of team assignments:

Team #1: Get utensils from cabinet.

Team #2: Place ingredients on table or counter. Count apples (14), measure ingredients.

Team #3: Wash apples, cut in quarters (1/4's), take out cores.

Team #4: Put apples, cloves, and water in a big pan. Cook for 10 minutes (or until apples are soft). Permit the team to use a timer. Turn off burner and allow to cool.

Team #5: Mash apples through a strainer. Add sugar and stir.

Team #6: Prepare table for serving. Serve.

Permit groups to criticize each other, using questions such as the following:

-Did each team work well together?
-Did he/she share the work with the partner?
-Did each team do its part? What happens if each team does not do its part?

Note: This activity will probably require three or more lessons for younger pupils.

(2) Follow the above format for other recipes. (Refer to Cooking sub-unit in the Unit section, Part III.)

(3) Follow the above format for making other products such as: take-apart model automobiles and airplanes, murals, puzzles.

TEACHER TIPS	
Teaching Resources	Teaching Strategies

(Level III)

Reinforcement Activities:

(1) Repeat the content-development activities when preparing food for snacks; making cookies for special holiday occasions; doing art projects.

(2) Pantomime two or more people making a product. Have pupils guess what they are doing.

(3) Make a tape giving directions for making a simple product. Have two or more pupils make (or put together) the product in the Learning Center.

(4) If an appropriate film on assembly line production is available, show it. Discuss.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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	p29
	p46

(Level III)

Ability and Assessment:

13. To exercise self-control while working with others.

Observe the pupil over an extended period of time in a variety of "work" situations. Assess for (1) keeping his voice within reasonable limits; (2) listening when others are talking; (3) not monopolizing conversation; (4) walking instead of running; (5) abiding by school and safety rules/ regulations; (6) reacting appropriately to emotional situations.

Content-Development Activities:

(1) During individual drill time emphasize the importance of speaking clearly, but quietly so that other class members will not be disturbed.

(2) Present a sequence of pictures depicting a group of children building a sand castle and then one child destroying it.

WHY DO YOU THINK THIS BOY (point to the boy destroying the sand castle) IS DESTROYING THE SAND CASTLE? WHY SHOULD HE NOT DO THAT? HOW DO THE OTHERS FEEL? WHAT MIGHT THEY DO TO HIM?

Task Analysis

Process		Cognition
In:	visual nonverbal	conceptual
Out:	vocal verbal	recall

(3) IF YOU AND OTHERS WERE WORKING ON A PROJECT AND SOMEONE MADE YOU ANGRY, WOULD YOU DESTROY THE THING YOU WERE MAKING? HOW COULD YOU SHOW THAT YOU WERE ANGRY AT THE WAY THE PROJECT WAS BEING DONE WITHOUT DESTROYING IT?

(4) Have pupils role-play the situation in activity (3) above. Select a volunteer to be the angry person and allow him to choose classmates for the other roles. After the role-playing is completed, ask the pupil in charge to explain why he reacted as he did in the situation.

(5) Following "Show and Tell" or "News" time, provide opportunities for each pupil to ask class members questions. Each pupil who answers a question correctly gets a reward (a piece of fruit, a piece of candy, a drink of trauben saft, etc.). Also give a reward to each pupil who asks a question which no one else can answer. As you pass out the rewards say: YOU MUST HAVE BEEN LISTENING CAREFULLY. Discuss the importance of "good listening habits."

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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(Level III)

	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
(6) Give oral directions for a class assignment. Give two rewards for those pupils who follow the directions and complete the assignment correctly. Give one reward to those students who do not complete the assignment correctly but show or tell you how to do the assignment as you had directed. Emphasize that rewards were given for demonstrating self-control in listening carefully as the assignment was given, and in attending to the task until it was finished.		
Reinforcement Activities:		
(1) Develop simulations for many situations in which various aspects of self-control could appropriately be exhibited.		p87
(2) As situations arise in the classroom, discuss good and poor ways of acting (exhibiting self-control). Role-play good and poor ways of exhibiting self-control.	p23; 12, 13	p80

(Level III)

Ability and Assessment:

17. To predict the consequences of not following safety precaution when working on a task.

Set up several of the familiar classroom or school tasks that involve tools or equipment. Have the tool or piece of equipment on hand when the assessment is done.

WHEN YOU CLEAN THE PLAYGROUND, WHAT COULD HAPPEN IF YOU LEFT THE RAKE LIKE THIS (lying down, tines up)?

Content-Development Activities:

(1) Select a familiar classroom or school task, such as washing the chalkboard.

WHO CAN TELL ME ALL THE THINGS YOU NEED TO DO TO WASH THE CHALKBOARD? IF YOU FORGET TO WIPE THE CHALK TRAY, COULD SOMEONE GET HURT? (No.)

Continue to ask similar questions of each step involved in the task until the step that could cause injury is identified.

LET'S CALL THIS THE "SAFETY STEP."

(2) Select two pupils.

SHEILA, YOU DO (task name). JENNIFER, YOU WATCH SHEILA WORK AND SAY "STOP!" WHEN SHEILA GETS TO THE "SAFETY STEP."

After Jennifer gives the "Stop!" signal, ask the class: WHAT SHOULD SHEILA DO?

(3) Make a three-step transparency. The first panel shows someone doing a task, the second panel shows that person ignoring a safety precaution, the third panel shows another person approaching the work area. Show the first two panels.

LOOK AT THESE TWO PICTURES. WHAT DID THE WORKER IN THE SECOND PICTURE NOT DO?

Task Analysis

Process		Cognition
In:	visual nonverbal	conceptual
Out:	vocal verbal	recall

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Teaching Resources	Teaching Strategies
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(Level II)

	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
(4) Point to the third panel of the transparency used in (3) above. LOOK AT THIS PICTURE. WHAT COULD HAPPEN TO THIS PERSON?		p30
Reinforcement Activities:		
(1) Have each pupil who does a classroom or school task describe the "safety step" in that task.		
(2) Make a list of objects or steps that, if improperly used or done, can cause injury. (E.g., leaving a bucket of water on the floor, spilling water on the floor.)		p40
(3) Tell stories from the local paper about accidents which resulted from safety precautions being ignored. Have pupils identify why the accident happened or what safety precuation was ignored, what "safety step" was omitted.	p26; 1	

LEVEL IV

Ability and Assessment:

1. To make a survey of potential jobs in the following school areas: (a) cafeteria, (b) supply room, (c) office, (d) library, (e) other. (Refer to Appendix A following the WORLD OF WORK subsection.)

   Arrange for pupils to observe the work being done in the above job centers in the school. Have them make oral reports to the class.

   Content-Development Activities:

   (1) WHAT KINDS OF WORK DO PEOPLE IN THE SCHOOL DO?

   Discuss the kinds of work that might be available in the school. Ask the principal, vice-principal, or other appropriate school personnel to speak to the class about the different kinds of jobs and the training necessary for them.

   (2) Make a chart on a transparency listing the above jobs. (Refer to JOB TRAINING CENTERS, Appendix B, in this volume [Part III].) Have pupils read the jobs or repeat them after you say them.

   (3) Pantomime doing some of the jobs listed in the preceding activity. Have pupils guess the job.

   (4) If possible, show a film about working in different jobs.

   (5) Tell a story about someone trying to get a job. Permit pupils to supply an ending to the story.

   Reinforcement Activities:

   (1) Take a trip around the building (small groups).

   AS WE WALK THROUGH THE BUILDING, WATCH THE PEOPLE WHO ARE DOING THE JOBS.

   Follow up with discussions about what was seen on the walk. Have pupils compare what they saw with the previous list made.

   (2) Have pupils observe the work being done in various places as they eat lunch, walk through halls, etc. Provide a "report" period for pupils to tell what they observed.

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Teaching Resources	Teaching Strategies
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p28; 20	
	p80

(Level IV)

Ability and Assessment:

5. To list jobs consistent with individual abilities.

Give pupils copies of the chart titled "Jobs and Responsibilities."

CHECK THE THINGS YOU WOULD BE ABLE TO DO.

Content-Development Activities:

(1) TELL ME ABOUT SOME THINGS YOU CAN DO.

Place on the board a list of things pupils name. Have pupils read the list.

TELL ME THE THINGS MENTIONED BY YOUR CLASSMATES THAT YOU THINK YOU CAN DO.

(2) Show pictures of people doing various kinds of jobs. (E.g., Air Force pilot, typist, gardner, laundry worker, etc.)

HERE IS A PICTURE. LOOK AT THE PICTURE. TELL ME WHAT KIND OF JOB IT IS. COULD YOU DO IT?

(3) Read each of the following questions, then have pupils repeat and answer the questions substituting first-person pronouns for second-person pronouns.

Can you work well with your hands?
Can you make things grow?
Can you remember numbers?
Can you talk well with people?
Are you quick or slow in moving around?
Can you write and read a message?
Etc.

THERE ARE MANY THINGS I (the teacher) KNOW I CANNOT DO, BUT THERE ARE STILL OTHER THINGS I CAN DO. KNOWING THAT I CAN DO THEM WELL MAKES ME PROUD OF MY ABILITIES. TELL ME SOME OF THE THINGS YOU CAN DO.

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(Level IV)

(4) THINGS YOU CAN DO WELL, WE CALL YOUR STRENGTHS. THINGS YOU CANNOT DO WELL WE WILL CALL YOUR LIMITATIONS.

The teacher tells about some of her strengths and her limitations.

HOW MANY OF YOU WOULD LIKE TO TELL US ABOUT SOME OF YOUR STRENGTHS AND LIMITATIONS?

(5) LISTEN TO THIS STORY ABOUT JOHN AND SEE IF YOU CAN TELL ME WHAT YOU THINK JOHN SHOULD DO, AND IF YOU COULD DO WHAT JOHN WANTED TO DO.

John wanted to be an airplane pilot. Mr. Brown, the teacher, took the children to the base airport. The airforce pilot explained what he had to do to operate his B-52. He gave complete details about how carefully he had to listen to be able to follow directions; how he had to learn how to operate more than eight different switches within a matter of minutes; how he had to go to school to learn about flying; how he had to get training on an aircraft to become a pilot. He also mentioned that he had to work in a close place for long periods of time.

DO YOU THINK YOU WANT TO BE AN AIRPLANE PILOT? I DO NOT THINK I COULD DO IT.

(6) Take a trip to the airport on base. Discuss the trip. Have the pilot come in to talk to the class about becoming a pilot and operating a plane. List on the board competencies required of pilots. Discuss these competencies.

HOW MANY OF YOU THINK YOU WOULD BE ABLE TO BECOME A PILOT?

(7) Ditto sheets with three columns: Jobs/Strengths/Limitations. Have pupils put a check (✓) beside the job that they have some strengths in and a zero (0) beside the jobs in which they have some limitations.

See example on next page.

Have a discussion with pupils about their decisions. Have pupils put their papers in their WORLD OF WORK notebooks.

TEACHER TIPS	
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Example:

WHICH JOBS CAN I DO BEST?		
Job	Strengths	Limitations
waitress		
moving van attendant		
delivery man		
gas station attendant		
nurses' aide		
gift wrapper		
car washer		
maid		
stock boy		
linen checker		
dish washer		
babysitter		
janitor's helper		

TEACHER TIPS	
Teaching Resources	Teaching Strategies

(Level IV)

Reinforcement Activities:

(1) Role-play situations in which pupils try to do jobs that they cannot do. Role-play other situations showing how beneficial it is to do what you can do well.

(2) Plan a trip to the Commissary. Make a list of jobs that pupils might be interested in doing. Take the list of jobs to the Commissary. Have pupils observe the various jobs being performed. Compare the pupils' original list with jobs observed at the Commissary. Make a new list. Ask pupils if they still think they can do the various jobs. If so, why? If not, why not?

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Teaching Resources	Teaching Strategies
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(Level IV)

Ability and Assessment:

6. To practice filling out a personal information form.

HERE IS A FORM THAT YOU WOULD NEED TO FILL OUT WHEN APPLYING FOR A JOB (see enclosure). FILL IT OUT.

Content-Development Activities:

(1) After the pupil has practiced writing his name, address, and telephone number, present him with the following part of the personal information form. Teach vocabulary, if necessary. If the pupil doesn't know his weight and height, allow him to weigh and measure himself. Provide assistance, if necessary.

Name _____

Address _____ Telephone Number _____

Age _____ Height _____ Weight _____

Married _____ Yes _____ No

Children _____ 0 _____ 1 _____ 2 _____ 3 _____ ( )

(2) Use same format as in activity (1) above.

Education:

Elementary School _____

Address _____

High School _____

Address _____

Grade Completed _____ High School Diploma _____ Yes _____ No

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(3) Use same format as in activity (1) above.

Jobs For Which You Have Received Training:

1. (cafeteria helper)
2. (hospital aide)
3. (supply room helper)
4. (other)

Job Choice (List in order of preference.):

1. _____
2. _____
3. _____

(4) Use same format as in activity (1) above.

Hobbies: 1. _____ 2. _____ 3. _____

(5) Use same format as in activity (1) above.

References (Give two or more. Do not use relatives.):

Name _____ Position _____

Address _____

Telephone Number _____

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Name _____ Position _____

Address _____

Telephone Number _____

(6) Present the student with the first two portions of the form. Tell him that the first and second parts require different kinds of information about him/her. Review the parts with the student.

(7) Review other parts with the student. Have him practice filling in each separate part at the Learning Center.

(8) Repeat assessment activity. (Fill out entire form.)

Reinforcement Activities:

(1) Repeat content-development activity (8) with different, but similar, personal information forms.

(2) Have student "read" a blank personal information form providing the required facts orally as he progresses through the form.

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PERSONAL INFORMATION FORM

Name _____

Address _____ Telephone Number _____

Age _____ Height _____ Weight _____

Married ____ Yes ____ No

Children ____ 0 ____ 1 ____ 2 ____ 3 ____ ( )

Education:

Elementary School _____

Address _____

High School _____

Address _____

Grade Completed _____ High School Diploma ____ Yes ____ No

Jobs For Which You Have Received Training:

E.g. 1. (cafeteria helper) _____

2. (hospital aide) _____

3. (supply room helper) _____

4. (other) _____

Job Choice (List in order of preference.):

1. _____

2. _____

3. _____

Hobbies: 1. _____ 2. _____ 3. _____

References (Give two or more. Do not use relatives.):

1. Name _____ Position _____

Address _____ Telephone Number _____

2. Name _____ Position _____

Address _____ Telephone Number _____

3. Name _____ Position _____

Address _____ Telephone Number _____

(Level IV)

Ability and Assessment:

8 . To practice filling out the following job-related forms: (a) application form, (b) Social Security card, (c) self-evaluation form, (d) supervisor's evaluation form, (e) other. (Refer to Appendix B following the WORLD OF WORK subsection.)

YOU HAVE PRACTICED FILLING OUT A PERSONAL INFORMATION FORM. (Refer to STA #6 in this subsection.) SOME OF THE SAME INFORMATION IS NEEDED ON THIS APPLICATION FOR EMPLOYMENT FORM. FILL IT OUT.

Content-Development Activities:

(1) Have class discussion on the purposes of the application form. Give each pupil a copy.

(2) Review vocabulary words used in completing the Personal Information form. (Refer to STA #6 in this subsection.) Teach any new words related to the following part of the application form.

(3) HERE IS A PART OF THE APPLICATION FORM. AS I READ IT TO YOU, TELL ME WHAT GOES IN THE BLANK SPACES.

APPLICATION FOR EMPLOYMENT

Part-time/Hourly-paid U.S. Personnel Program

1. NAME (Print full name): _____
(Last) (First) (Middle)

☐ Male

☐ Female

2. PRESENT MAILING ADDRESS: _____

_____

3. DATE OF BIRTH: _____ PLACE: _____
(Day/Month/Year) City State

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4. PERMANENT STATESIDE ADDRESS: STREET: _____

CITY: _____ STATE : _____

5. CITIZENSHIP: _____ MARITAL STATUS: _____
(Single, Married, Divorced, Widowed, Separated)

ID CARD NO.: _____ PASSPORT NO.: _____

(4) Follow the same format as in activities (1), (2), and (3) for completing the second part of the application form.

6. TYPE OF JOB YOU SEEK (Indicate in order of preference):

a. _____ c. _____

b. _____ d. _____

7. WHEN WILL YOU BE AVAILABLE FOR WORK? (Date): _____

8. SOCIAL SECURITY NUMBER: _____

9. PREVIOUS EMPLOYMENT (List latest employment first):

a. FROM: _____ TO: _____

b. EXACT TITLE OF YOUR JOB: _____

c. NAME OF EMPLOYER: _____

d. ADDRESS OF EMPLOYER: _____

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Teaching Resources	Teaching Strategies
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(5) Follow the same format as in activities (1), (2), and (3) for completing the third part of the application form.

10. CLASS SCHEDULE:

1. _____ Room _____ 5. _____ Room _____
2. _____ " _____ 6. _____ " _____
3. _____ "
4. _____ "

11. SPONSOR'S NAME: _____ RANK: _____

ORGANIZATION: _____ APO NO.: _____

PRESENT ADDRESS: _____

HOME PHONE NO.: _____ OFFICE PHONE NO.: _____

_____ _____
Date Signature of Sponsor

12. APPROVAL OF SCHOOL PRINCIPAL (if required):

_____ _____
Date Signature of School Principal

_____
Signature of Applicant

TEACHER TIPS	
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Note: Use a similar format for completing other necessary forms in Appendix B, following the WORLD OF WORK subsection.

TEACHER TIPS	
Teaching Resources	Teaching Strategies

(Level IV)

Ability and Assessment:

9. To practice conducting an interview.

TOM, WHAT ARE SOME OF THE THINGS YOU WOULD WANT TO REMEMBER BEFORE GOING TO TALK TO SOMEONE AFTER YOU HAVE APPLIED FOR A JOB? E.g., (1) be on time (or 5-10 minutes early), (2) be neat and clean, (3) go into the interview alone, (4) look directly at the prospective employer, (5) know answers to questions on application form and/or personal information form, (6) listen while the employer talks, (7) be business-like--don't talk about personal problems, etc., except as they pertain to the job. Role-play the interview.

Content-Development Activities:

(1) AFTER YOU HAVE FILLED OUT YOUR APPLICATION FOR A JOB, YOU WILL BE GIVEN AN INTERVIEW. THE TALK THAT YOU HAVE WITH AN EMPLOYER IS CALLED AN INTERVIEW. TELL ME THE WAYS IN WHICH YOU MIGHT GET AN INTERVIEW. (Elicit: write a letter to the employer or telephone the employer.)

Task Analysis

Process		Cognition
In:	auditory verbal	conceptual
Out:	vocal verbal	recall

(2) Present the pupils with letter forms and examples of letters requesting interviews. Have them practice writing letters asking for an interview.

(3) Role-play telephoning employers or their secretaries for an interview.

(4) HERE IS A LIST OF THINGS YOU SHOULD REMEMBER WHEN YOU GO FOR AN INTERVIEW. LET'S DISCUSS THEM. YOU MAY THINK OF OTHER THINGS TO REMEMBER.

a. Be on time.
b. Be neat and clean.
c. Know all answers written on the application form.
d. Go into the interview alone. (Don't take relatives or friends.)
e. Be respectful and business-like.
f. Sit up straight in your chair and look directly at the employer. (Don't chew gum.)

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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	p80

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g. Listen carefully and don't argue, yet ask questions if you are confused about the job.
h. Thank the employer when the interview is over.

Have pupils copy the list for their WORLD OF WORK notebooks.

Reinforcement Activities:

(1) Role-play two or three interviews. Tape the interviews, play them back, and discuss. Ask pupils to select the pair who performed best and to make suggestions for improvement.

(2) Repeat content-development activities (2), (3), and (4).

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p29 p80

(Level IV)

Ability and Assessment:

26. To conserve time and energy.

TELL ME (SHOW ME) WHAT YOU WOULD DO TO SAVE TIME AND TO KEEP FROM BECOMING TOO TIRED IN CLEANING THIS CLASSROOM (YOUR HOME, etc.). (Elicit: make a schedule for doing tasks, allow time for rest and recreation, not try to do everything in a short time, etc.)

Task Analysis

Process		Cognition
In:	auditory verbal	conceptual
Out:	vocal verbal	recall

Content-Development Activities:

(1) Discuss with the pupils the value of planning when several jobs have to be done. Name various home tasks, school tasks, and paying jobs in the community. List tasks on the board.

WHEN I POINT TO EACH KIND OF TASK, TELL ME HOW LONG IT MIGHT TAKE TO FINISH IT. IS IT HARD WORK OR EASY WORK?

LET'S MAKE A CHART OF THESE JOBS AND DECIDE HOW LONG IT MIGHT TAKE AND WHETHER IT IS HARD WORK OR EASY WORK.

Example:

JOBS	TIME	HARD WORK	EASY WORK
1. Cleaning the house			
2. Waxing the Commissary floor			
3. Putting 50 library books on the shelves			
4. Cutting the lawn			

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Teaching Resources	Teaching Strategies
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(Level IV)

	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
(2) Using the chart in activity (1), have the pupils suggest ways of making the tasks easier. (Refer to assessment activity.)		
(3) Give each pupil a sheet of paper. MAKE A TIME SCHEDULE FOR ONE OF THE TASKS LISTED ON THE PRECEDING CHART.		
(4) Invite a work-study student to talk to the class about how his job is scheduled in relation to conserving time and energy.		
(5) Make a tape recording of the work-study student's talk. Play back and discuss.		p29
Reinforcement Activities:		
(1) Place the schedule of activities, classes, etc., on the board with times allocated to each activity. Call attention to this schedule frequently.		
(2) Have pupils keep time sheets for their home tasks for a week. Have them return the time sheets and discuss problems and positive results. Place time sheets on bulletin boards and refer to them from time to time.		

(Level IV)

Ability and Assessment:

37. To select clothes based on fashion, economy, durability, and use.

PRETEND THAT YOU ARE GOING TO TALK TO AN EMPLOYER ABOUT A JOB TOMORROW MORNING. TOMORROW WEAR THE CLOTHES TO SCHOOL THAT YOU WOULD WEAR IF YOU WERE GOING TO TALK TO THE MAN/WOMAN WHO MIGHT HIRE YOU.

Content-Development Activities:

(1) Define and give concrete examples (pictures and/or articles of clothing) of "fashion, " "economy," and "durability." Substitute other words and phrases such as "style" for fashion, "cost" for economy, and "how long clothes will last" for durability. Allow time for questions and discussion.

(2) Present magazines and/or comic books.

FIND PICTURES OF CLOTHES THAT YOU MIGHT WEAR FOR AN INTERVIEW. PASTE THEM ON A SHEET OF PAPER.

Task Analysis

Process		Cognition
In:	visual nonverbal	conceptual
Out:	motor nonverbal	awareness

Have pupils show the pictures to the class and state why those clothes were chosen.

(3) Provide large sheets of paper. Have girls cut out dresses and have boys cut out shirts and trousers. (Give assistance when needed.)

NOW, COLOR "UP AND DOWN" STRIPES ON ALL YOUR PAPER PATTERNS.

Have each pupil come to the front of the class and hold his/her creations to the front of his body.

DOES MARY (FRANK) LOOK TALLER OR WIDER WITH THE "UP AND DOWN" STRIPES? MARY IS TALL AND WANTS TO LOOK SHORTER. SHOULD SHE WEAR THIS TYPE OF DRESS? WHY? WHAT KIND OF STRIPES WOULD MAKE HER LOOK SHORTER?

Repeat this activity with horizontal stripes.

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Teaching Resources	Teaching Strategies
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	p29
	p31

(Level IV)

	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
(4) Present a prepared worksheet or chart with horizontal and verticle lines of the same length and width.		
Example:		
MAKE A CHECK MARK BY THE TWO LINES THAT YOU THINK ARE LONGEST; WIDEST; THE SAME.		
Have pupils measure each line (not the arrow) to find that all lines are the same length and width. Discuss the relationship between body type and stripes. (Refer to activity [3] above.)		
(5) Use individual pictures that pupils prepared for activity (2) above.		
LOOK AT YOUR PICTURES. WHAT COLORS DID YOU CHOOSE FOR YOURSELF? WHY? DO THESE COLORS GO TOGETHER? DO YOU "LOOK GOOD" IN THEM?		
Establish the relationship between colors that go well together and color and skin tone, difference between day and night, light conditions.		
(6) Repeat activity (3) above, except use color. (Pupils may use the back side of the pattern for this activity.)	p28; 22	
(7) Present various types of fabrics. Discuss durability of each type.		
WHICH OF THESE PIECES OF CLOTHES WOULD LAST LONGER? WHY? SHOULD YOU CHOOSE A FABRIC THAT YOU COULD WASH? WHICH ONE OF THESE DO YOU THINK YOU COULD WASH?		
Have pupils discuss the kinds of clothing they are wearing in terms of durability, i.e., consider types of fabric, buttons, zippers, seams, color, cost.		

(Level IV)

	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
(8) Role-play situations in which the pupils have a specific amount of money for buying clothing. Have pupils playing roles consider the following factors: a. How often will I wear it? b. Is the fabric durable? c. Can I wash it or will it have to be dry cleaned? d. Do I need it? e. Do I have accessories to go with it? Etc.		p80
(9) Have pupils make a chart similar to the one on the next page, take it home, and complete it. Have pupils discuss the charts and place them on bulletin boards.		p40
(10) Repeat assessment activity (interview).		
Reinforcement Activities:		
(1) Take a field trip to the PX. Look at clothes; match skirts and blouses, shirts and slacks; compare prices; check type of cleaning instructions; etc. Discuss upon return to the classroom.	p27; 7a-d	
(2) From time to time call attention to pupils who wear colors that are becoming, clothes that are appropriate for school or work, etc.		
(3) Periodically review the chart developed in activity (9) above.		

(Level IV)

Clothing Articles	Number of articles that are in fashion	Number of articles that do not need repair	Number of articles that need repair	Number of articles that I can no longer wear	Number of articles that I need to buy	Number of articles that I can buy now
Blouses/ Shirts						
Skirts/ Slacks						
Dresses/ Suits						
Coats & Jackets						
Underclothes T=tops B=bottoms						
Pajamas & Robes						
Shoes & Boots						
Mittens, Gloves, Scarves, etc.						

TEACHER TIPS	
Teaching Resources	Teaching Strategies

(Level IV)

Ability and Assessment:

43. To demonstrate sanitary measures in handling and preparing food.

Arrange for in-class preparation of a complete meal. Observe pupils for awareness and practice of "clean" handling of food during preparation and service. (1) Pupils with long hair should be wearing hair nets; (2) hands should be washed thoroughly with soap; (3) clothes should be clean; (4) any contaminated (dirtied) food should be discarded; (5) fresh fruits and vegetables for salads should be washed; etc.

Content-Development Activities:

(1) Visit the cafeteria or snack bar. Observe food handling practices. Discuss whether or not hair nets were worn by all workers with long hair. Discuss the reasons for wearing hair nets, etc.

(2) Invite the technician from the Veterinary clinic to talk to the class about food inspection procedures and techniques. Tape his talk. Replay the tape and list important procedures mentioned by the visitor.

(3) If possible, arrange to visit the cafeteria or snack bar with the base veterinarian serving as guide. Ask him to explain the reasons for such stringent inspection procedures.

(4) Ask the veterinarian to demonstrate food contamination detection tests. Ask him to explain what might happen if people ate the contaminated food identified by the test.

(5) Role-play the preparation and service of food following sanitary procedures carefully. Have those members of the class who are not assigned roles be the critique committee. Whenever a role-player does something that might contaminate food a member of the critique committee should raise his/her hand and explain what was done and show or tell how it could be done so that contamination would be unlikely to occur.

(6) Repeat assessment activity.

Reinforcement Activities:

(1) Ask pupils to watch for and report to the class any cases of potential food contamination that they see in the cafeteria, snack bar, economy restaurants, sidewalk stands, etc.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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p25; 46	
p27; 10	
	p31
	p29
	p31
	p80

(Level IV)

	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
(2) Whenever snacks are prepared by the class or certain class members, discuss the use of appropriate sanitation procedures.		

(Level IV)

Ability and Assessment:

52. To assume responsibility for babysitting.

SUE (JOHN), WE HAVE LEARNED SOME THINGS ABOUT CARING FOR YOUNG CHILDREN. PRETEND YOU HAVE BEEN ASKED TO BABYSIT FOR A NEIGHBOR'S FIVE-YEAR-OLD SON. TELL ME THE THINGS YOU WOULD HAVE TO KNOW ABOUT THE JOB AND THE THINGS YOU WOULD HAVE TO DO TO TAKE GOOD CARE OF THE CHILD.

Content-Development Activities:

(1) If possible, view a film on child development and/or child care. After showing the entire film, view parts of it, discuss each part, and list the important aspects of each part on a transparency or the chalkboard. Have pupils copy the list, practice reading it, and place it in a BABYSITTING notebook.

(2) TELL ME SOME OF THE THINGS THAT YOUNG CHILDREN LIKE TO DO. (Consider age levels.)

Elicit: Play games, listen to stories while looking at the pictures in the story, learn and sing songs, play with toys, assemble puzzles.

Task Analysis

Process		Cognition
In:	auditory verbal	conceptual
Out:	vocal verbal	recall

Have pupils make a bulletin board display of pictures and labels of things children like to do. Have pupils make a tote bag of babysitting items, including the BABYSITTING notebooks.

(3) HOW CAN YOU GET TO KNOW THE CHILD?

Elicit:
a. Tell him your name. Ask his name.
b. Look and act friendly by smiling.
c. Play with him.
d. Go to the home early so that the child can become acquainted with you before his/her parents leave.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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	p30
	p63

(Level IV)

	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
e. Bring your tote bag so that you can offer the child a puzzle, read a story, show pictures, etc.		
Make a list on a transparency and have pupils copy it for their BABYSITTING notebooks.		p30
(4) WHAT ARE THE THINGS YOU SHOULD KNOW BEFORE ACCEPTING THE JOB?		p40
Elicit: a. Length of time the parents will be gone. b. Whether they will bring you home afterwards. c. Rate of pay. d. Number and ages of children you will have charge of.		
List these items on the board and have pupils copy them in their BABYSITTING notebooks.		p40
(5) NAME THE THINGS YOU SHOULD DO AFTER ARRIVING ON THE JOB.		
Elicit: Arrive early to get instructions.		
a. Make a written list (or ask parents to make a list) of instructions for caring for the child. Include bedtime hour, where the child sleeps, any eating allowed, etc.		
b. Ask parents where things are located. Include lights, flashlight, heat regulator, etc.		
c. Ask for a written list of telephone numbers: where parents can be reached, a neighbor's or friend's in case parents cannot be reached, doctor, police and fire department.		
List and have pupils copy the list in their notebooks.		p40
(6) WHAT ARE SOME OF THE THINGS YOU SHOULD NEVER DO WHEN BABYSITTING?		
Elicit: a. Never leave the child alone. b. Don't go to sleep. c. Don't open the door to anyone you don't know.		

(Level IV)

d. Don't take a job if you have a cold or other contagious disease.
e. Don't entertain your friends.
f. Don't snoop.
g. Don't discuss things heard in other people's homes.
h. Don't talk on the telephone except in an emergency situation or if someone calls the parents. (Be business-like and take a message.)

List and have pupils copy in notebooks.

Reinforcement Activities:

(1) Make tapes of each activity and have pupils play-back at Learning Center.

(2) Role-play several situations relating to the various aspects of babysitting.

(3) Have pupils who have had babysitting jobs report problems and/or positive aspects of babysitting.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p40 p46 p80

(Level IV)

Ability and Assessment:

54. To evaluate per unit costs of various brands of food items.

Have several different brands of the same food item. Each can should be the same size, but the cost will vary according to brand. Point to one brand at a time.

BRAND X COSTS $ .48 A CAN, BRAND Y COSTS $ .56 A CAN. EACH CAN CONTAINS 16 OUNCES OF PEACHES. HOW MUCH DOES BRAND X COST FOR ONE OUNCE? HOW MUCH DOES BRAND Y COST FOR ONE OUNCE?

Content-Development Activities:

(1) Take a field trip to the Commissary.

WHEN WE ARE IN THE COMMISSARY, I WANT EACH OF YOU TO WRITE DOWN THE PRICES OF TWO OF YOUR FAVORITE FOODS.

(2) Have each pupil bring in one empty container of his favorite food item.

PAUL, TELL US THE PRICE OF YOUR FAVORITE FOOD.

(3) Hold up the container or label from a food item. Point to the weight designation on the label.

HOW MUCH (GREEN BEANS) IS THERE IN THIS CAN?

(4) Make a transparency of a can label. Leave the space for weight blank so that any number can be written in.

THIS CAN OF CORN WEIGHS 1 LB. 4 OZ, OR 20 OZ. THE CAN OF CORN COSTS $ .40. HOW CAN I FIND OUT HOW MUCH ONE OUNCE OF THIS CORN COSTS?

(5) Write the division problem for activity (4) on the transparency. Do not put in the answer.

WHO CAN WORK THE PROBLEM? WRITE THE ANSWER IN THIS SPACE ON THE TRANSPARENCY.

(6) Repeat the process in activities (4) and (5) above, but substitute meat labels for canned or boxed food.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p26; 4-6	
p27; 7a-d, 10	
	p30
	p80

(Level IV)

(7) Take a field trip to the Commissary.

FIND YOUR TWO FAVORITE FOODS AND FIGURE OUT HOW MUCH EACH ONE COSTS PER OUNCE.

Task Analysis

Process	Cognition
In: visual verbal	conceptual
Out: motor verbal	recall

Reinforcement Activities:

(1) GO SHOPPING WITH YOUR PARENTS. CHOOSE FIVE KINDS OF FOOD AND REPORT BACK TO THE CLASS THE PRICE PER OUNCE OF EACH FOOD.

(2) Set up a role-playing situation in which one pupil takes the role of a store manager and the other pupil takes the role of a customer.

JOHNNY, YOU ARE THE CUSTOMER. YOU ARE TRYING TO FIND THE COST PER OUNCE OF EACH 20-OUNCE CAN OF CORN.

FRANK, YOU ARE THE STORE MANAGER. ONE CAN OF CORN COSTS $ .46 A CAN, ONE CAN OF CORN COSTS $ .38 A CAN, AND ANOTHER CAN OF CORN COSTS $ .40 A CAN. THE PRICES AND THE NUMBERS OF OUNCES ARE ON THE CANS.

Ask the "customer": WHICH CAN OF CORN COSTS THE LEAST PER OUNCE?. . . YES, NOW SHOW ME HOW YOU FOUND THE ANSWER.

Repeat this activity with other items.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p80

(Level IV)

Ability and Assessment:

60. To compare the interest charges of various lenders and to compute the total cost of a specified loan.

IF YOU BORROWED $500 FROM A BANK AT 12% INTEREST, HOW MUCH WOULD YOU PAY BACK TO THE BANK? IF YOU BORROWED $500 FROM A FINANCE COMPANY AT 15% INTEREST, HOW MUCH WOULD YOU PAY BACK TO THE FINANCE COMPANY? IF YOU PAID $500 FOR FURNITURE WITH A 20% CARRYING CHARGE, HOW MUCH WOULD YOU PAY BACK TO THE FURNITURE COMPANY?

Content-Development Activities:

(1) Have pupils who had difficulty with the assessment review and practice the appropriate skills in the Mathematics subsection of Part II.

(2) BEFORE BORROWING MONEY OR BUYING ANYTHING ON CREDIT, WHAT ARE SOME OF THE THINGS YOU SHOULD DO? (Elicit: shop around for the best interest rate or carrying charge, find out the total cost, find out if I have enough money left over from my other expenses to make the payments.)

(3) Provide pupils with duplicated tables similar to the following. Do not complete the computations in the last two columns.

Lending Agency	Amount of money needed	Interest or Carrying Charge	Total to be repaid
Loan Corp.	$325.00	20$ interest ($65.00)	($390.00)
Local Bank	$325.00	12% interest ($39.00)	($364.00)
Store	$325.00	18% carrying charge ($58.50)	($383.50)

YOU ARE PLANNING TO BUY A LIVING ROOM SUITE WHICH COSTS $325.00. YOU HAVE BEEN TO A LOAN CORPORATION AND A BANK TO FIND OUT HOW MUCH INTEREST YOU WILL HAVE TO PAY. YOU HAVE ASKED THE STORE FOR THE CARRYING CHARGE.

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NOW, USING THE INTEREST RATES AND CARRYING CHARGE GIVEN IN COLUMN III, FIGURE OUT THE AMOUNT YOU WILL PAY IN INTEREST AND THE TOTAL YOU WILL HAVE TO BORROW OR REPAY. PLACE THE FIGURES IN THE CORRECT COLUMNS.

(4) After the pupils complete the computations in activity (3) have two of them place their computations on the board. Correct, if necessary.

WHICH PLACE WOULD YOU SELECT TO BORROW THE $325? WHY?

Reinforcement Activities:

(1) Repeat content-development activities using other situations and problems.

(2) Invite a banker to talk to the class about loans, interest charges, etc.

TEACHER TIPS	
Teaching Resources	Teaching Strategies

(Level IV)

Ability and Assessment:

62. To predict the consequences of the unwise use of credit.

WHAT IS LIKELY TO HAPPEN IF YOU BORROW MORE MONEY THAN YOU CAN REPAY? WILL YOU BE ABLE TO CHARGE THINGS AT A STORE IN THE FUTURE IF YOU DON'T PAY FOR WHAT YOU HAVE CHARGED? WHAT WILL HAPPEN IF YOU BUY A TELEVISION SET AND CAN'T MAKE THE MONTHLY PAYMENTS?

Content-Development Activities:

(1) Define "credit." Establish reasons for using credit and some abuses of the use of credit.

TOM (SUE), PRETEND THAT YOU HAVE MADE A FAMILY BUDGET. YOUR "TAKE HOME" PAY IS $250.00 A MONTH. THIS IS YOUR MONTHLY BUDGET:

Housing	$100.00
Food	80.00
Clothing	25.00
Movies	4.00
Car payment	32.00
Total:	$241.00

HOW MUCH MONEY DO YOU HAVE LEFT? YES, $9.00. NOW, SUPPOSE YOU WANT TO BUY A TELEVISION SET. WITH CARRYING CHARGES, YOU WILL HAVE TO PAY $12.50 A MONTH. ADD $12.50 TO THE TOTAL $241.00. CAN YOU AFFORD TO BUY THE TELEVISION SET. WHY? WHAT MIGHT HAPPEN IF YOU BOUGHT THE TELEVISION SET?

(2) WE HAVE TALKED ABOUT WHAT MIGHT HAPPEN IF WE BUY THINGS ON CREDIT. NOW, LET'S DISCUSS SOME THINGS WE SHOULD THINK ABOUT BEFORE WE DECIDE TO USE CREDIT.

Elicit:
1. Do I really need this (furniture) I want to buy on credit?
2. If so, do I need it now?
3. Can I make the payments?
4. Will I pay too much in carrying charge or interest?
5. Is it worth the risk of losing the money I have spent?
6. Am I buying or borrowing from a fair and honest person or dealer?

Copy this list on the board as you elicit responses from the students. Have students copy the list and place in their WORLD OF WORK notebooks.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
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(Level IV)

(3) Plan a simulation using the following situation and roles:

Situation: Father has been notified that his car will be repossessed unless he makes the last two payments.

Roles: Mother, father, 18-year-old son, 16-year-old daughter.

(4) Make a tape of the role-playing part of the simulation. Replay the tape.

(5) Permit other class members to play the roles outlined in activity (3) above.

TELL ME HOW THE ROLE-PLAYERS SOLVED THE PROBLEMS.

List the "solutions" given on the board.

DID THE ROLE-PLAYERS SOLVE THE PROBLEM. WHAT WOULD HAPPEN IF THE FATHER COULD NOT GET MONEY TO MAKE THE TWO PAYMENTS? (Elicit: lose the car, the family would not have a car to go places, etc.)

Reinforcement Activities:

(1) Plan other simulations or simple role-playing activities.

(2) Repeat content-development activity (1) using different "take-home" pay and budget amounts.

(3) Make up open-ended stories about people using credit unwisely. Ask students to supply the consequences.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
	p87
	p29
	p80
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(Level IV)

Ability and Assessment:

64. To fill out check forms.

Present the pupil with a facsimile of a familiar check form.

FILL OUT THIS CHECK FOR (dollar amount) TO ME.

Content-Development Activities:

(1) Use a transparency of an American Express check form. (Refer to Appendix B.) Point to and explain the purpose of each blank space on the form. Then point to each space and ask:

WHAT IS THIS SPACE FOR?

Task Analysis

Process		Cognition
In:	visual verbal	conceptual
Out:	vocal verbal	recall

(2) Use the transparency but cover all but the date space. Provide pupils with dittoed check forms.

WRITE THE DATE ON WHICH YOU ARE WRITING THE CHECK (TODAY'S DATE) ON THIS LINE.

(3) Use the transparency and progressively reveal the rest of the form one line at a time.

WRITE YOUR NAME ON THIS LINE. (Etc.)

(4) Give each pupil a dittoed check form. Show the completed transparency.

MAKE OUT YOUR CHECK FORM LIKE THIS ONE.

(5) Give each pupil pieces of paper each of which has something that goes on a check form.

PUT YOUR PIECES OF PAPER TOGETHER SO THAT THEY LOOK LIKE A CHECK.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p26; 4 p27; 7d, 8a, c	
	p30
	p30
	p30
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(Level IV)

	TEACHER TIPS	
	Teaching Resources	Teaching Strategies
(6) Dictate various amounts and payees for pupils to write checks to. WRITE A CHECK FOR $16.50 TO MR. GREEN. USE TODAY'S DATE. (7) Use the process in activities (1)-(5) above to teach filling out host nation check forms.		p31
Reinforcement Activities: (1) Bring in some small items to "sell" (e.g., paperback books, pens, etc.). Offer an item for sale. WRITE ME A CHECK FOR $1.10 FOR THIS. (2) Set up a role-playing situation in which one pupil goes to the American Express Bank to write a check to get cash. (3) Display on a counter or table top pictures of items that the pupils might want to purchase (clothes, cars, tools, etc.). Have a price tag on each picture. Choose one pupil to be the clerk at the counter. Pupils will take turns making "purchases" and paying by check. The checks must be made out properly for the sale to be final.		p80 p29

LEVEL V

Ability and Assessment:

3. To apply for a work permit.

HERE IS A WORK PERMIT. FILL IT OUT.

Task Analysis

Process		Cognition
In:	visual verbal	conceptual
Out:	motor verbal	recall

Content-Development Activities:

(1) Discuss the purposes of a work permit with the class. Display the necessary forms the student must complete before a work permit may be issued. (Refer to Appendix B, following the WORLD OF WORK subsection.)

(2) Project a work permit form on a transparency. Help the pupil read it.

(3) Duplicate the information on the work permit in two or three parts. Give each pupil a part.

READ WHAT IS ON YOUR SHEET. NOW FILL IT IN WITH THE INFORMATION IT ASKS FOR. IF YOU ARE HAVING TROUBLE, COPY THE WORDS YOU DON'T KNOW.

Allow time for the pupils to study the words.

(4) Play "Word Lotto" (similar to Bingo) with the words on the work permit.

(5) Reassess ability.

Reinforcement Activities:

(1) Repeat content-development activities (1) and (2).

(2) Review the parts of the work permit with the pupils from time to time.

(3) Play games with vocabulary words.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p27; 9e, 11, 12	
p28; 18	
	p30
	p63
	p63

(Level V)

Ability and Assessment:

5. To participate in a job interview.

WHAT DID YOU SAY AND DO WHEN YOU WERE INTERVIEWD FOR (job name)?

Content-Development Activities:

(1) Review with the pupil ability #9 content-development activities, Level IV. If he has not had the opportunity to participate in these activities, teach them. If he needs a review only, proceed with the following activities.

(2) HERE IS A LIST OF THINGS YOU SHOULD REMEMBER WHEN YOU GO FOR AN INTERVIEW. LET'S READ THE LIST TOGETHER: (1) Know th answers on the application form you have completed; (2) Be on time; (3) Be respectful and businesslike; (4) Listen carefully and don't argue, etc., but do ask questions about any parts of the job which do not seem clear to you.

(3) Have pupils copy the list on the board or transparency and read the list to the group. Discuss.

(4) Have two pupils role-play participating in an interview. Ask class members to criticize.

(5) Repeat assessment activity.

Reinforcement Activities:

(1) Repeat content-development activity (2).

(2) Tape the "Things to Remember" list in content-development activity (2) when going for an interview. Have pupils play back at the Learning Center.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p27; 9e, 11, 12	
p28; 18	
	p30
	p80
	p29
	p46

(Level V)

Ability and Assessment:

11. To evaluate personal behaviors and competencies.

Have each pupil fill out a Work-Study Student Evaluation Form. (Refer to enclosed sample.)

WHICH OF YOUR ABILITIES HELP(S) YOU ON THE JOB?

Ask other questions that appear on the Work-Study Student Evaluation Form.

Content-Development Activities:

(1) Use a transparency of the work-study evaluation form. (Refer to sample at end of lesson.) Reveal only the heading of each evaluation.

ONE OF THE RATING CATEGORIES ON THIS FORM IS TITLED: MAINTAINS PRODUCTION SCHEDULES. ROGER, WHAT DO YOU THINK THAT MEANS? (Elicit: I finish the job I am told to do on time; I do as much [or more] work as the other workers; etc.)

Write the responses on the transparency in the space below the category heading.

(2) Provide each pupil with a dittoed copy of the headings only on the form.

WRITE THE THINGS YOU SHOULD DO UNDER THE HEADING, "MAINTAINS PRODUCTION SCHEDULE," ON YOUR COPY OF THE FORM.

(3) Follow the procedure in activities (1) and (2) for all the evaluation items on the form.

(4) Role-play an evaluation session.

AL, YOU AND MR. GREEN ARE GOING TO TALK ABOUT HOW YOU'VE BEEN DOING ON THE JOB. I'LL BE MR. GREEN AND YOU TELL ME HOW WELL YOU HAVE BEEN DOING IN EACH OF THE EVALUATION CATEGORIES BY TELLING ME THE THINGS THAT YOU HAVE BEEN DOING ON THE JOB IN EACH CATEGORY.

Note: In your role as Mr. Green ask the pupil to give examples of specific behaviors which pertain to each category.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p27; 9b-g, 11 -14	
p28; 17,20, 21,25	
	p30
	p80

(5) Present the completed Work-Study Student Evaluation Form. Have pupils compare it with their forms.

Reinforcement Activities:

(1) Have each work-study student rate himself weekly on the evaluation items on the work-study form.

(2) Discuss other methods used to evaluate job performance, such as informal talks, sales graphs, etc.

TEACHER TIPS	
Teaching Resources	Teaching Strategies

(Level V)

Sample

WORK-STUDY STUDENT EVALUATION FORM

NAME _____ SCHOOL _____

Rate yourself on each of these items:

EXCELLENT
GOOD
AVERAGE
NEED TO IMPROVE
BELOW AVERAGE

APPEARANCE _____
My clothes are clean when I go to work.
My body is well-groomed.
I wear appropriate clothes.

ATTENDANCE _____
I am seldom absent from the job.
My absences can be explained on the basis of illness or emergency.

PUNCTUALITY _____
I arrive on the job on time.
I obey rules about coffee and lunch breaks.
I stay on the job until the end of the work day.

ATTITUDE _____
I am pleasant when working.
I accept criticism.
I control my temper.
I practice good manners.
I am willing to do more than asked.

DEPENDABILITY _____
I complete work that I begin.
I always do what I say I will.

FOLLOWS DIRECTIONS _____
I do as I am told without asking unnecessary questions.

MAINTAINS PRODUCTION SCHEDULES _____
I finish the established or specified amount of work on time.
I do as much or more work than the other workers.

ACCURACY _____
The work I do is correct most of the time.
I don't make many mistakes.

TAKES CARE OF TOOLS _____
I clean tools after use and return them to proper storage area.
I use tools as instructed to use them.

RULES OF COMPANY _____
I obey the rules of the job and the plant.

CAN WORK BY HIMSELF _____
I do not need to be watched to do a good job.
I can do my job alone.

TEACHER TIPS	
Teaching Resources	Teaching Strategies

(Level V)

Ability and Assessment:

12. To alter own behavior on the basis of employer's evaluation of job performance.

Use the completed Supervisor's Evaluation Report. (Refer to Appendix B.)

DOUGLAS, TWO WEEKS AGO YOU AND MR. GREEN (the work-study coordinator) TALKED ABOUT THE WAYS IN WHICH YOU COULD IMPROVE YOUR WORK. WHAT HAVE YOU DONE DIFFERENTLY SINCE YOUR TALK WITH MR. GREEN? WHAT DIFFICULTY DID YOU HAVE CHANGING?

Content-Development Activities:

(1) Use a copy of the actual evaluation done on a pupil by the work-study coordinator. Show the pupil the evaluation form.

DOUGLAS, READ WHAT YOUR RATINGS ARE. TELL ME THE BEHAVIORS THAT NEED CHANGING. (Refer to Supervisor's Evaluation Form in Appendix B, which follows the WORLD OF WORK subsection.)

Task Analysis

Process		Cognition
In:	visual verbal	conceptual awareness
Out:	vocal verbal	

(2) Using the behaviors chosen in activity (1), say:

TELL ME THE THINGS THAT YOU CAN DO TO CHANGE YOUR BEHAVIOR.

(3) Have work-study pupils make a list titled "Reminders" from the Supervisor's Evaluation Form. Ask the student to refer to them from time to time.

Reinforcement Activities:

(1) At the end of the first week have the pupil make his own list of behaviors that he is working on and the new ways he has attempted to improve his behavior on the job.

(2) Have frequent conferences with each pupil to discuss problems that he/she may be having on the job. If possible, visit the places where the pupils are working to observe the work being done and to encourage pupils to improve. Hold a conference with the employer and pupil, if necessary.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p27; 9f, 13, 14 p28; 17,20 21,25	

(Level V)

Ability and Assessment:

13. To state reasons why people lose jobs.

TELL ME SOME REASONS A PERSON MIGHT LOSE A JOB.

Content-Development Activities:

(1) Tell the following story:

Jennifer had a job putting toy cars together. The work began at 8:00. Jennifer liked to sleep late. For the first two weeks Jennifer arrived between 8:30 and 9:00 every morning. At the end of the second week the boss told Jennifer that she could not work there anymore.

WHY DID JENNIFER LOSE HER JOB?

(2) Tell the following story:

Tom worked as a stock boy at the PX. His boss told him to put all the groceries in specific places. Tom decided to put all the groceries with green labels together, all the groceries with red labels together, and all the groceries with yellow labels together. He did not put any other groceries on the shelves. When Tom's boss saw the work that Tom had done, he told him that he could not work there anymore.

WHY DID TOM LOSE HIS JOB?

(3) Show a picture of several workers on an assembly line or at similar work stations. All the workers except one are busy. Point to that one:

IF YOU WERE THE BOSS WOULD YOU LET THIS PERSON KEEP HIS JOB? WHY? ARE THERE EVER GOOD REASONS FOR LOSING OR QUITTING A JOB? WHY?

(4) Role-play a worker and supervisor on the job.

Script: Supervisor: Bill, pick up that tool you dropped.

Bill: Pick it up yourself.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p27; 9f, 13, 14	
p28; 17,25	
	p29
	p80

Supervisor: Bill, go get your check and don't come back to work here.

Question to class: WHAT DID BILL DO THAT CAUSED HIM TO LOSE HIS JOB?

(5) LET'S TALK ABOUT OTHER REASONS FOR LOSING A JOB.

Elicit: being careless, can't follow rules, troublemaker, can't be depended upon, etc.

Have pupils who have lost jobs review the Work-Study Student Evaluation and the Supervisor's Evaluation Report.

Reinforcement Activities:

(1) Plan "rap" sessions for those work-study students who have lost their jobs or who, in your judgement, may lose their jobs. Include students who are doing well on the job.

(2) Have students review the evaluation forms at frequent intervals.

TEACHER TIPS	
Teaching Resources	Teaching Strategies
p27; 9f, 13, 14 p28; 17, 25	

Appendix A

JOB TRAINING CENTERS AND AREAS OF SKILL TRAINING

The World of Work program for special education students at Levels IV and V should provide resources, personnel, facilities, materials and equipment for students to develop those skills required for the work-study program. The ultimate goal is full-time employment in the community. The job training skill centers listed below are suggested areas that can be integrated with the school program and that can be extended toward providing training in the military community.

General Job Training Skill Areas

1. Housekeeping
2. Supply Room
3. Laundry
4. Food Services
5. Service Station and/or Motor Pool
6. Hospital
7. Laboratory
8. School Maintenance
9. PX--Commissary
10. Messenger Service
11. Teacher Assistant
12. Office
13. Library
14. Other

The term "center" does not imply a separate building or shop, but a focal point for planning and coordinating jobs. "Center" also refers to a general area of training in which specific skills developed in one center can be applied to different job classifications. For example, in the job training centers which follow, the skills learned in the housekeeping and laundry centers are interrelated, yet require different job classifications. If the student has received training in several skill centers, his chances for employment are greater than those of a student waiting for a work-study assignment to receive training in a specific area.

If the General Aptitude Test Battery (GATB) has been released for USDESEA's use, these 8 paper-pencil and 4 apparatus tests can be used by appropriate personnel who are primarily concerned with directing students into jobs most suitable for them.

If these tests are selected for special education minors, the students should be reasonally well prepared by engaging in activities similar to those contained in the GATB.

The following Job Training Centers and Areas of Skill Training list contains suggestions for an analysis of the specific skills needed in each general job-center category.

JOB TRAINING CENTERS AND AREAS OF SKILL TRAINING

Housekeeping Skills Center

- Care for clothes
- Prepare meals
- Serve meals
- Clean rooms
- Sort clothes for laundry
- Operate washers and dryers
- Perform minor household repairs
- Care for child or infant
- Perform routine housekeeping maintenance tasks

Supply Room Skills Center

- Receive and unpack material
- Sort supplies
- Seal envelopes
- Get receipt for delivered stock
- Distribute supplies
- Label materials and supplies

Laundry Skills Center

- Sort clothes
- Wrap bundles
- Operate washers

(World of work) NOTES

Operate dryers
Operate pressing machine
Fill out order forms
Make labels

Food Services Skills Center

Stack trays
Sort eating utensils
Clean tables
Mop floors
Make salads
Serve
Label supplies
Organize supplies

Service Station and/or Motor Pool Skills Center

Operate gas pump
Clean up station
Wash cars
Organize supplies
Change tires
Operate pneumatic hoist
Wash windshields
Take phone messages

Hospital Skills Center

Make beds
Operate an autoclave
Bathe patients
Package sterile instruments
Assist in patient feeding
Assist nursery school teacher

Laboratory Skills Center

Wash glassware
Clean and store instruments
Clean counter tops
Sort equipment
Prepare solutions
Deliver samples

(World of work) NOTES

Weigh and package portions of dry chemicals
Measure and bottle portions of liquid chemicals

School Maintenance Skills Center

Sweep floors
Mop floors
Clean carpets
Empty waste receptacles
Clean glass surfaces
Store cleaning supplies
Prepare cleaning solutions

PX--Commissary Skills Center

Sort merchandise
Stamp prices on merchandise
Bag purchases
Take packages to customers' cars
Stock shelves

Messenger Service Skills Center

Deliver messages
Read simple materials
Plan delivery routes
Run errands
Make local deliveries on foot or by bus

Teacher Assistant Skills Center

Operate and care for audio-visual equipment
Deliver messages
Sort materials and supplies
Staple papers
Clean up

Office Skills Center

Stuff and seal envelopes
Sort cards and papers
Staple papers
Operate duplicator
Fold, punch and cut paper
Type envelopes
File

(World of work) NOTES

Library Skills Center

Stamp books with numbers

Check out books

Sort books

Shelve books

Inspect and repair books

File cards

APPENDIX B

SAMPLE FORMS

	Page
Work-Study Supervisor's (Employer's) Evaluation Report	W 126
Application for Employment	W 127
Application for a Social Security Number	W 129
Withholding Exemption Certificate	W 131
Teacher Evaluation of Student	W 133
Work-Study Student Evaluation	W 134
Work-Study Student Pay-Time Record	W 135
Check Form	W 136

Sample*

WORK-STUDY
SUPERVISOR'S (EMPLOYER'S)
EVALUATION REPORT

STUDENT'S NAME _____

SCHOOL _____

ADDRESS _____

PHONE _____

SOCIAL SECURITY NUMBER _____

Please rate this student from 1 to 5 on each of the items that apply:

5-EXCELLENT
4-GOOD
3-AVERAGE
2-NEEDS TO IMPROVE
1-BELOW AVERAGE

JOB _____

FIRM NAME _____

ADDRESS _____

CONTACT PERSON _____

EVALUATION	3rd week	6th week	9th week	18th week
APPEARANCE				
ATTENDANCE				
PUNCTUALITY				
ATTITUDE				
DEPENDABILITY				
FOLLOWS DIRECTIONS				
MAINTAINS PRODUCTION SCHEDULES				
ACCURACY				
DOES MORE THAN ASKED				
TAKES CARE OF TOOLS				
RULES OF COMPANY				
CAN WORK BY HIMSELF				
TOTAL SCORE				

REMARKS

SUPERVISOR'S OR EMPLOYER'S SIGNATURE

WORK-STUDY COORDINATOR'S SIGNATURE

M 126

*Adapted from Work-Study Handbook, California State Department of Education, Wilson, Riles - Superintendent of Public Instruction, Sacramento, 1971.

Sample

APPLICATION FOR EMPLOYMENT

Part-Time/Hourly-paid US Personnel Program

1. NAME (Print full name): _____
(Last) (First) (Middle)

☐ Male

☐ Female

2. PRESENT MAILING ADDRESS: _____

_____

3. DATE OF BIRTH: _____ PLACE: _____
(Day/Month/Year) City State

4. PERMANENT STATESIDE ADDRESS: STREET: _____

CITY: _____ STATE: _____

5. CITIZENSHIP: _____ MARITAL STATUS: _____
(Single, Married, Divorced, Widowed, Separated)

ID CARD NO.: _____ PASSPORT NO.: _____

6. TYPE OF JOB YOU SEEK (Indicate in order of preference):

a. _____ c. _____

b. _____ d. _____

7. WHEN WILL YOU BE AVAILABLE FOR WORK? (Date): _____

8. SOCIAL SECURITY NUMBER: _____

9. PREVIOUS EMPLOYMENT (List latest employment first):

a. FROM: _____ TO: _____

b. EXACT TITLE OF YOUR JOB: _____

c. NAME OF EMPLOYER: _____

d. ADDRESS OF EMPLOYER: _____

a. FROM: _____ TO: _____

b. EXACT TITLE OF YOUR JOB: _____

c. NAME OF EMPLOYER: _____

d. ADDRESS OF EMPLOYER: _____

a. FROM: _____ TO: _____

b. EXACT TITLE OF YOUR JOB: _____

c. NAME OF EMPLOYER: _____

d. ADDRESS OF EMPLOYER: _____

10. CLASS SCHEDULE:

1.	Room	5.	Room
2.	"	6.	"
3.	"		
4.	"		

11. SPONSOR'S NAME: _____ RANK: _____

ORGANIZATION: _____ APO NO.: _____

PRESENT ADDRESS: _____

HOME PHONE NO.: _____ OFFICE PHONE NO.: _____

_____ _____
Date Signature of Sponsor

12. APPROVAL OF SCHOOL PRINCIPAL (if required):

_____ _____
Date Signature of School Principal

_____
Signature of Applicant

Sample

APPLICATION FOR A SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)

Information Furnished On This Form is CONFIDENTIAL

Do Not Write In The Above Space

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter

1. Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial--if none, draw line__) (Last Name)

2. Print FULL NAME GIVEN YOU AT BIRTH

3. PLACE OF BIRTH (City) (County if known) (State)

4. MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)

5. FATHER'S FULL NAME (Regardless of whether living or dead)

6. YOUR DATE OF BIRTH (Month) (Day) (Year)

7. YOUR PRESENT AGE (Age on last birthday)

8. YOUR SEX Male ☐ Female ☐

9. YOUR COLOR OR RACE White ☐ Negro ☐ Other ☐

10. HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? No ☐ Don't Know ☐ Yes ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)

11. YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)

12. TODAY'S DATE 13. TELEPHONE NUMBER 14. Sign YOUR NAME HERE (Do Not Print)

Treasury Department Internal Revenue Service Return completed application to nearest Social Security Administration Office

HAVE YOU COMPLETED ALL 14 ITEMS?

(Reverse Side of Application for a Social Security Number)

INSTRUCTIONS

One Number is All You Ever Need For Social Security And Tax Purposes
Special Attention Should Be Given To Items Listed Below

Fill in this form completely and correctly. If any information is not known and is unavailable, write "unknown." Use typewriter or print legibly in dark ink.

1. Your social security card will be typed with the name you show in item 1. However, if you want to use the name shown in item 2, attach a signed request to this form.

3. If not born in the USA, enter the name of the country in which you were born.

5. If a stepfather, adopting father, or foster father is shown, include the relationship after name; for example, "John H. Jones, stepfather."

10. If you have ever before filled out an application like this for a social security, railroad, or tax number, check "yes" even if you never received your card. If you check "yes," give the name of the State and the approximate date on which you applied. Also enter your social security number if you did receive the card and remember the number. You may find your number on an old tax return, payroll slip, or wage statement.

11. If you get your mail in the country, without a street address, show your R.D. Route, and Box number; if at the post office, show your P.O. Box No.; if there is no such way of showing your mail address, show the town or post office name. If mail under your name is not normally received at the address which you show, use an "in care of" address.

14. Sign your name as usually written. Do not print unless this is your usual signature. (If unable to write, make a mark witnessed by two persons who can write. The witnesses preferably should be persons who work with the applicant and both must sign this application. A parent, guardian, or custodian who completes this form on behalf of another person should sign his own name followed by his title or relationship to the applicant; for example. "John Smith, father.")

For District Office Use

For Bureau of Data Processing and Accounts Use

Sample

FORM W-4E* Department of the Treasury Internal Revenue Service	WITHHOLDING EXEMPTION CERTIFICATE (For use by employees who anticipate no tax liability for 19__.)	19____ [year]

Type or print full name	Social Security Number	Expiration date (see instructions and enter date)

Home address (Number and Street)

City, State and ZIP Code

Employee.--File this certificate with your employer. Otherwise he must withhold Federal income tax from your wages.	Employee's certification.--Under penalties of perjury, I certify that I incurred no liability for Federal income tax for 19__ and that I anticipate that I will incur no liability for Federal income tax for 19__.
Employer.--Keep this certificate with your records. This certificate may be used instead of Form W-4 by those employees qualified to claim the exemption.	(Signature) (Date)

*For employees who anticipate a tax liability, use the latest revision of the FORM W-4.

(Reverse Side of Employee's Withholding Exemption Certificate)

INSTRUCTIONS

WHO MAY CLAIM EXEMPTION FROM WITHHOLDING OF INCOME TAX.--You may be entitled to claim exemption from withholding of Federal income tax if you incurred no liability for income tax for 19__ and you anticipate that you will incur no liability for income tax for 19__. For this purpose, you incur tax liability if your joint or separate return shows tax before the allowance of any credit for income tax withheld. If you claim this exemption, your employer will not withhold Federal income tax from your wages. However, this certificate does not affect liability for the Social Security Tax imposed by the Federal Insurance Contributions Act.

WHEN TO CLAIM EXEMPTION.--File this certificate with your employer as soon as you determine you are entitled to claim the exemption. You must file a new certificate each year if you wish to continue to claim the exemption.

MULTIPLE EMPLOYERS.--If you are employed by more than one employer, you may claim the exemption from withholding with each employer, provided that the total of your anticipated income will not cause you to incur any liability for Federal income tax for 19__ and you incurred no liability for Federal income tax for 19__.

WHEN YOU MUST REVOKE THIS EXEMPTION.--You must revoke this exemption certificate: (1) within 10 days from the day you anticipate you will incur Federal income tax liability for 19__ or (2) on or before December 1, 19__, if you anticipate you will incur Federal income tax liability for 19__ (if a fiscal year taxpayer, within 10 days after you so anticipate or by the first day of the last month of your current taxable year, whichever is later).

If you want to discontinue or are required to revoke this exemption, you must file a new Employee's Withholding Exemption Certificate (Form W-4) with your employer.

EXPIRATION DATE OF EXEMPTION.--This certificate will expire on April 30, 19__. If you file your income tax return on a fiscal year basis, it will expire on the last day of the fourth month following the close of your taxable year.

LIABILITY FOR ESTIMATED TAX.--If your employer does not withhold income tax from your wages and you incur income tax liability, you may be required to pay estimated tax and be subject to the penalty if it is not paid.

REQUIREMENTS FOR FILING FORM 1040.--Generally, you will be required to file an income tax return if: (1) you are a single person and your gross income for the year is $1,700 or more, or (2) you are a married person and your gross income combined with the gross income of your spouse for the year is $2,300 or more and you are entitled to file a joint return.

Sample

TEACHER EVALUATION OF STUDENT FORM

NAME_____ TEACHER_____ SCHOOL_____

LEVEL (Primary)(Intermediate)(Junior High) or (Senior High)

Rate the student from 1 - 4 on each of the items that apply.

4. Good
3. Satisfactory
2. Needs reinforcement
1. Does not possess the skill

Evaluation	1st 3 mo.	2nd 3 mo.	3rd 3 mo.	Remarks
Is punctual				
Is clean (most of the time)				
Gets along with others				
Accepts criticism				
Controls temper				
Is dependable				
Accepts responsibility				
Follows directions				
Takes care of materials, tools, etc.				
Abides by rules				
Can work independently				
Knows job-related vocabulary				

NOTE: Plan activities that will reinforce or teach the skills with "1" and "2" ratings.

Sample

WORK-STUDY STUDENT EVALUATION FORM

NAME _____ SCHOOL _____

Rate yourself on each of these items:

EXCELLENT
GOOD
AVERAGE
NEED TO IMPROVE
BELOW AVERAGE

APPEARANCE _____
My clothes are clean when I go to work.
My body is well-groomed.
I wear appropriate clothes.

ATTENDANCE _____
I am seldom absent from the job.
My absences can be explained on the basis of illness or emergency.

PUNCTUALITY _____
I arrive on the job on time.
I obey rules about coffee and lunch breaks.
I stay on the job until the end of the work day.

ATTITUDE _____
I am pleasant when working.
I accept criticism.
I control my temper.
I practice good manners.
I am willing to do more than asked.

DEPENDABILITY _____
I complete work that I begin.
I always do what I say I will.

FOLLOWS DIRECTIONS _____
I do as I am told without asking unnecessary questions.

MAINTAINS PRODUCTION SCHEDULES _____
I finish the established or specified amount of work on time.
I do as much or more work than the other workers.

ACCURACY _____
The work I do is correct most of the time.
I don't make many mistakes.

TAKES CARE OF TOOLS _____
I clean tools after use and return them to proper storage area.
I use tools as instructed to use them.

RULES OF COMPANY _____
I obey the rules of the job and the plant.

CAN WORK BY HIMSELF _____
I do not need to be watched to do a good job.
I can do my job alone.

Sample

Work-Study Student Pay-Time Record

NAME _____

SCHOOL _____

WORK LOCATION _____

Day	Date	Time-In	Time-Out	Hours Worked	Hourly Rate	Total
MONDAY	Nov. 2	10:30	12:00	1 1/2	$1.00	$1.50
TUESDAY	Nov. 3	10:30	12:00	1 1/2	1.00	1.50
WEDNESDAY	Nov. 4	12:00	2:00	2	1.00	2.00
THURSDAY	Nov. 5	10:00	11:00	1	1.00	1.00
FRIDAY	Nov. 6	10:00	11:00	1	1.00	1.00
SATURDAY	Nov. 7	8:00	12:00	4	1.00	4.00
MONDAY	Nov. 9	10:30	12:00	1 1/2	1.00	1.50
TUESDAY	Nov. 10	----	----	---	----	----
WEDNESDAY	Nov. 11	10:30	12:00	1 1/2	1.00	1.50
THURSDAY	Nov. 12	12:00	1:00	1	1.00	1.00
FRIDAY	Nov. 13	10:00	11:00	1	1.00	1.00
SATURDAY	Nov. 14	8:00	12:00	4	1.00	4.00

Total Hours 20 Total Pay $20.00

Checked by employer or other designated personnel

_____
Signature

CHECK FORM
SAMPLE

AMERICAN EXPRESS
American Express
International Banking Corporation
Military Banking Division
Karlsruhe, Germany

_____ 197__ No392282

1-2
210

PAY TO THE ORDER OF _____ $_____

_____ DOLLARS

If presented in the United States this check is payable at par through the New York Clearing House at American Express International Banking Corporation New York Agency, N.Y. New York. If presented outside the United States, this check may be presented for payment to American Express International Banking Corporation at Frankfurt/Main, Germany.

_____ SIGNATURE

FAC 1016.....DO NOT WRITE OR STAMP IN THE SPACE BELOW.....

"'84910482033"' ':0210"'0002': 910"'3"'000858"'

PARTS OF CHECK FORM*

AMERICAN EXPRESS
American Express
International Banking Corporation
Military Banking Division
Karlsruhe, Germany

_____ 197__ No392282

M 136

PAY TO THE ORDER OF _____ $_____

_____ DOLLARS

If presented in the United States this check is payable at par through the New York Clearing House at American Express International Banking Corporation New York Agency, N.Y. New York. If presented outside the United States, this check may be presented for payment to American Express International Banking Corporation at Frankfurt/Main, Germany.

_____ SIGNATURE

FAC 1016 .....DO NOT WRITE OR STAMP IN THE SPACE BELOW.....

"'84910482033"' ':0210"'0002': 910"'3"'000858"'

*NOTE: The check is divided into parts for teaching vocabulary and form.

(World of work)

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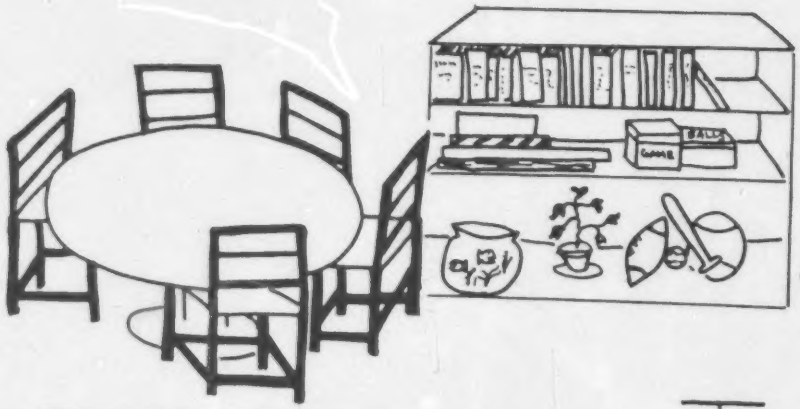
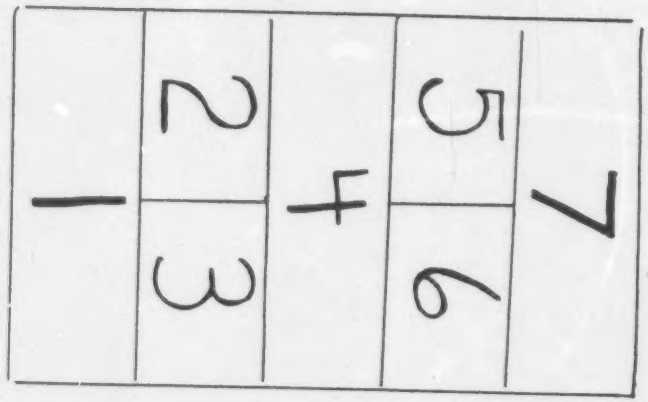
Vocational preparation. A Cooperative Program Involving the Iowa State Department of Public Instruction and the University of Iowa, Cedar Rapids, Iowa, 1970.

Work-study handbook for educable mentally retarded minors in high school programs in California public schools. Division of Special Education, California State Department of Education, Sacramento, Calif., 1971.



PART IV



Teaching Resources and Teaching Strategies

PART IV

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TEACHING RESOURCES AND TEACHING STRATEGIES

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INTRODUCTION

Part IV of the guide is designed to provide instructional resources and strategies to assist the teacher in planning and implementing the instructional program.

Teaching Resources include recommended materials, basic texts, teacher manuals, kits, etc. The title of the resource is given in the left column. The second column refers to the USDESEA Manual 700-10 listing. Under this listing are two entries: the first indicates the catalog numbers of materials listed in the 1972 catalog; the second refers to new materials, texts, etc., recommended for inclusion in the 1973 catalog. The last column, headed "Other Source," lists the publisher, address, catalog number, and price of resources that teachers may use to obtain additional instructional materials.

Teaching Strategies provide suggestions to teachers for planning and teaching the assessment, content-development, and reinforcement activities. For example, Learning Center activities provide meaningful learning experiences for the majority of the class members while the teacher works with small groups or individuals.

The page numbers listed in the columns headed "Teaching Resources" and "Teaching Strategies" at the right of each page in Parts I, II, and III refer to the corresponding numerals in this section (Part IV). For example, on page M 3 (Part II) beside the ability, you will find this entry: p12; 11. This entry refers the teacher to the entry in this section (Part IV) on page 12: item 11--i.e., the book Big and Little, Up and Down.

Teachers may use the columns headed "Teacher Tips" to record other references which they have found to be helpful in planning and teaching the various activities.

TEACHING RESOURCES FOR READING

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No. (1973)	Other Source
1. Bank Street Readers, 1972 edition (Macmillan)		
a. Reading charts for In the city, People read, Around the city	X	
b. Reading charts for Uptown, downtown		
c. Reading charts for My city	X	
d. Reading charts for Green light	X	
e. Teacher's guide to readiness, experience, and preprimers	X	
f. Readiness skills practice book	X	
g. In the city, level 1	X	
h. People read, level 2	X	
i. In the city: Skills practice book	X	
j. Teacher's annotated edition	X	
k. People read: Skills practice book	X	
l. Teacher s annotated edition	X	
m. In e city: Unit readers	X	
n. Run and play	X	
o. Boys and girls work	X	
p. People read: Unit readers	X	
q. The party book	X	
r. The monkey	X	
s. Around the city: Primer, level 3	X	
t. Teacher's annotated edition and guide	X	
u. Skills practice book	X	
v. Teacher's annotated edition	X	
w. The Ben book: Unit readers	X	
x. The Carmen book	X	
y. The Henry, Henry book	X	
z. The Victor book	X	
aa. Uptown, downtown: First reader, level 4	X	
bb. Teacher's annotated edition	X	
cc. Skills practice book	X	

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No.	(1973)	Other Source
1. Bank Street Readers (cont'd)			
dd. Teacher's annotated edition		X	
ee. The Rosa book: Unit reader		X	
ff. The silly book: Unit reader		X	
gg. All by myself: Unit reader		X	
hh. The birthday book: Unit reader		X	
ii. My city: Second reader, level 5		X	
jj. Teacher's annotated edition		X	
kk. Skills practice book		X	
ll. Teacher's annotated edition		X	
mm. Cats, dogs, and other animals: Unit reader		X	
nn. The Jack book: Unit reader		X	
oo. The country and city book: Unit reader		X	
pp. Silly Jean and other stories: Unit reader		X	
qq. Green light, go!: Secondary reader, level 6		X	
rr. Teacher's annotated edition		X	
ss. Skills practice book		X	
tt. City sidewalks: Third reader, level 7		X	
uu. Teacher's annotated edition		X	
vv. Skills practice book		X	
ww. Round the corner: Third reader, level 8		X	
xx. Teacher's annotated edition		X	
yy. Skills practice book		X	
2. Cowboy Sam and the rodeo (Chandler/Beckley-Cordy)	EX 0451 0089 001		
3. The First Talking Alphabet, part 1 (Scott Foresman)	NX 0451 0173 003		
4. Perceptual-Motor Teaching Materials, Erie Program (Teaching Resources)	EX 0451 0258 003		
5. Visual experiences for creative growth (Black/Merrill)	NX 0451 0280 003		
6. Merrill Linguistic Readers (Fries/Merrill)			
a. My alphabet book, #1300	EX 0451 0300 001		
b. Reader 1, #1321	EX 0451 0301 001		

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No. (1973)	Other Source
6. Merrill Linguistic Readers (cont'd)		
c. Skills book, #1331	EX 0451 0302 001	
d. Teacher's edition, #1341	EX 0451 0303 001	
e. Reader 2, #1322	EX 0451 0304 001	
f. Skills book, #1332	EX 0451 0305 001	
g. Teacher's edition, #1342	EX 0451 0306 001	
h. Reader 3, #1323	EX 0451 0307 001	
i. Skills book, #1333	EX 0451 0308 001	
j. Teacher's edition, #1343	EX 0451 0309 001	
k. Reader 4, #1324	EX 0451 0310 001	
l. Skills book, #1334	EX 0451 0311 001	
m. Teacher's edition, #1344	EX 0451 0312 001	
n. Reader 5, #1325	EX 0451 0313 001	
o. Skills book, #1335	EX 0451 0314 001	
p. Teacher's edition, #1345	EX 0451 0315 001	
q. Reader 6, #1326	EX 0451 0316 001	
r. Skills book, #1336	EX 0451 0317 001	
s. Teacher's edition, #1346	EX 0451 0318 001	
t. Alphabet cards, #1380	NX 0451 0320 003	
u. Alphabet cards, #1381	EX 0451 0321 001	
v. Alphabet Mastery Test, #1388	EX 0451 0322 001	
w. Classroom Practice Kit, #1389	EX 0451 0323 001	
7. The Refresher Program of the Merrill Linguistic Readers (Fries/Merrill)		
a. Book A, #1351	NX 0451 0324 003	
b. Book B, #1352	NX 0451 0325 003	
c. Book C, #1353	NX 0451 0326 003	
d. Book D, #1354	NX 0451 0327 003	
e. Teacher's guide, #1391	NX 0451 0328 003	
8. Merrill Linguistic Readers Literature Appreciation Kit, #1393 (Fries/Merrill)	NX 0451 0329 003	

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No.	(1973)	Other Source
9. Childhood of Famous American Series-- 62 different books (Bobbs-Merrill)	NX 0120 9701 003 through NX 0120 9764 003		
10. Phonics Practice Program (Durrell/Harcourt, Brace, Javanovich)		X	
11. Newhall guide, rev. ed. (McHugh/ JS2)		X	JS2 Publishers, Inc. 25377 Huntwood Ave. Hayward, CA 94544 Cat. no.: none. Price: $5.50
12. Turner-Livinston Reading Series (Follett Ed. Corp.)			
a. The money you spend		X	
b. The town you live in		X	
c. The jobs you get		X	
d. The person you are		X	
e. The friends you make		X	
f. The family you belong to		X	
g. Teacher's guide		X	
13. Reader's Digest Skill Builders, Intermediate Kit (Reader's Digest Services)		X	
14. Baseball bonus kid (Gelman/Doubleday)		X	
15. Pro football rookie (Doubleday)		X	
16. Football fury (Gelman/Doubleday)		X	
17. Fastball pitcher (Heavilin/Doubleday)		X	
18. Two girls in New York (Laklan/Doubleday)		X	
19. Rodeo round-up (Frankel/Doubleday)		X	

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No.	(1973)	Other Source
20. The Checkered Flag Series (Benefic)			
a. Wheels		X	
b. Bearcat		X	
c. Smash-up		X	
21. Auditory perception (Oakland/Special Child Pub.)	NX 0451 0346 003		
22. Ruth Cheeves Program (Teaching Resources)		X	
23. Speech-to-Print Phonics Kit (Durrell/Harcourt, Brace, Javanovich)	NX 0120 9401 003		
24. The first talking story book box (Pyle/Scott Foresman)	NX 0451 0171 003		
25. Talkstarters--TM, at the store (Scott Foresman)	NX 0451 0175 003		
26. Talkstarters--TM, at the zoo (Scott Foresman)	NX 0451 0176 003		
27. Frostig Developmental Test of Visual Perception (Follett Ed. Corp.)			
a. Teacher's introduction		X	
b. Student book, beginning		X	
c. Teacher's guide, beginning		X	
d. Student book, intermediate		X	
e. Teacher's guide, intermediate		X	
f. Student book, advanced		X	
g. Teacher's guide, advanced		X	
28. Peabody Language Development Kit (American Guidance Service)			
a. Level P, #C-301	NX 0455 0623 003		
b. Level 1, #C-311	NX 0455 0620 003		

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No.	(1973)	Other Source
28. Peabody Language Development Kit (cont'd)			
c. Level 2, #C-321	NX 0455 0621 003		
d. Level 3, #C-331	NX 0455 0622 003		
29. Michigan Language Program (Smith/Learning Research)			
a. Reading script book (teacher's manual), L20328		X	
b. Reading letters 1, L20301		X	
c. Reading letters 2, L20302		X	
d. Reading letters 3, L20303		X	
e. Reading letters 4, L20304		X	
f. Reading letters 5, L20305		X	
g. Word attack and comprehension, L20325		X	
h. Word attack and comprehension (script book), L20329		X	
30. Our country (Open Court)		X	
31. Mirror, wall, large with frame	NX 0432 0001 003		
32. Physical activities for the mentally retarded (American Association for Health, Physical Education, & Recreation)	NX 0451 0346 003		
33. Auditory Discrimination in Depth Program (Teaching Resources)	NX 0455 0339 003		
34. Educational rhythmics for mentally retarded and physically retarded handicapped children (Robbins/ Association Press)		X	
35. PREB: Pupil Record of Educational Behavior (Teaching Resources)		X	
36. Balance beam #S-72	NX 0001 1016 003		
37. Dubnoff School Program 1 (Teaching Resources)		X	
38. Mr. Tall and Mr. Small (Brenner/W.R. Scott)		X	

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No. (1973)	Other Source
39. Movement patterns and motor education (Godfrey/Appleton-Century-Crofts)		Appleton-Century-Crofts Education Division, Meredith Corp. 440 Park Ave., S. New York, NY 10016 Cat. no.: E-36835-0. Price: $9.95
40. Active learning games to enhance academic abilities (Cratty/Prentice-Hall)		Prentice-Hall, Inc. Englewood Cliffs, NJ 07632 Cat. no.: none. Price: $6.95 (ref.ed.)
41. Movement exploration and games for mentally retarded (Hockett/Peek)		Education Activities, Inc. P.O. Box 392 Freeport, NY 11520 Cat. no.: none. Price: $2.95
42. RESCUE: Remedial reading techniques, suggestions, activities (Hall, Educational Service)		The Hubbard Co. P.O. Drawer 100 Defiance, OH 43512 Cat. no.: none. Price: $4.60
43. LAUNCH: Preschool and kindergarten games, ideas, and independent activities (Platts, Educational Service)		The Hubbard Co. P.O. Drawer 100 Defiance, OH 43512 Cat. no.: none. Price: $4.60
44. SPICE: Primary language arts games, activities, projects (Marguerite/Educational Service)		The Hubbard Co. P.O. Drawer 100 Defiance, OH 43512 Cat. no.: none. Price: $4.60
45. ANCHOR: Intermediate language arts games, activities, projects (Platts/Educational Service)		The Hubbard Co. P.O. Drawer 100 Defiance, OH 43512 Cat. no.: none. Price: $4.60

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No. (1973)	Other Source
46. ACTION: Physical education games, stunts, activities (Roy/ Educational Service)		The Hubbard Co. P.O. Drawer 100 Defiance, OH 43512 Cat. no.: none. Price: $4.60
47. The scrapbook (Banet/Friends of Perry Nursery School)		Friends of Perry Nursery School c/o Perry Nursery School 1541 Washtenaw Ave. Ann Arbor, MI 48104 Cat. no.: none. Price: $2.00
48. Learning games for exceptional children (Wedemeyr/Love)		Love Publishing Co. 6635 E. Villanover Place Denver, CO 80222 Cat. no.: none. Price: $4.95
49. Creative ideas for teaching exceptional children (Wedemeyer/ Love)		Love Publishing Co. 6635 E. Villanover Place Denver, CO 80222 Cat. no.: none. Price: $3.50
50. Match and Check (Hawkins/Scott Foresman)	EX 0451 0101 001 through EX 0451 0114 001	

TEACHING RESOURCES FOR HANDWRITING AND SPELLING

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No.	(1973)	Other Source
1. Michigan Language Program (Smith/Learning Research)			
a. Didac response book, L20340		X	
b. Writing 1, L20306		X	
c. Writing 2, L20307		X	
d. Writing 3, L20308		X	
e. Writing 4, L20309		X	
f. Writing 5, L20310		X	
g. Didac script book (teacher's manual), L20342		X	
2. Handwriting with Write and See (Skinner/Lyons and Carnahan)			
a. Book 2 (manuscript and cursive)		X	
b. Book 3		X	
c. Book 4		X	
d. Book 5		X	
e. Book 6		X	
f. Teacher's edition		X	
3. Spelling and Writing Patterns (Botel/Follett Educ. Corp.)			
a. Teacher's annotated edition for spelling and writing	NX 0121 0131 003 ('71 ed.)		
b. Teacher's edition for first steps	EX 0121 0142 001 ('71 ed.)		
c. Spelling and writing patterns, book B, #1305	EX 0121 0231 001 ('71 ed.)		
4. Spill and Spell, word game with times, #101	NX 0129 0102 003		
5. Alpha-tracks (Developmental Learning Materials)			Developmental Learning Materials 7440 Natchez Ave. Niles, IL 60648 Cat. no.: 249. Price: $3.00

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No. (1973)	Other Source
6. Make-a-word cards (Developmental Learning Materials)		Developmental Learning Materials 7440 Natchez Ave. Niles, IL 60648 Cat. no.: 207. Price: $3.25
7. In other words 1: A beginning thesaurus (Greet/Scott Foresman)		Scott, Foresman, and Co. 1900 E. Lake Ave. Glenview, IL 60025 Cat. no.: 02546-68. Price: $3.03
8. In other words II: A junior thesaurus (Greet/Scott Foresman)		Scott, Foresman, and Co. 1900 E. Lake Ave. Glenview, IL 60025 Cat. no.: 02547-69. Price: $3.60
9. Dictionary Program (Scott Foresman)		
a. My dictionary (for use in K-primary)		Scott, Foresman, and Co. 1900 E. Lake Ave. Glenview, IL 60025 Cat. no.: 08653-70. Price: $1.89
b. Thorndike-Barnhart beginning dictionary		Cat. no.: 01930-72. Price: $3.60
c. Thorndike-Barnhart advanced junior dictionary		Cat. no.: 01928-68. Price: $4.05
10. My alphabet book (Fries/Merrill), #1300	EX 0451 0300 001	

TEACHING RESOURCES FOR MATHEMATICS

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No.	(1973)	Other Source
1. Everyday business (Lawson)	EX 0451 0206 001		
2. Pacemaker Texts, Workbooks, and Teacher's Guides (Fearon)			
a. Money makes sense	EX 0451 0208 001		
b. Using dollars and sense	EX 0451 0210 001		
3. The Using Money Series (Richards)			
a. Counting my money, book 1		X	
b. Making my money count, book 2		X	
c. Buying power, book 3		X	
d. Earning, spending, and saving, book 4		X	
4. Learning about time (Richards)		X	
5. Learning about measurement (Richards)		X	
6. Numberline runner		X	
7. Pupils number line, set of 12		X	
8. Magnetic fractional rectangle		X	
9. Classroom counting frame		X	
10. Foundations for Mathematics (Cruickshank/Teaching Resources)			
a. Unit 1: Concepts for Sets and Curves		X	
b. Unit 2: Exploring Sets		X	
c. Unit 3: Motor Development--Lines and Planes		X	
d. Unit 4: Comparing Sets and Numbers		X	

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No.	(1973)	Other Source
11. Big and little, up and down (Berkley/W.R. Scott)		X	
12. Mr. Tall and Mr. Small (Brenner/W.R. Scott)		X	
13. Teacher Directed Activities Kit		X	Clyde Finnell Curriculum Coordinator, Math Directorate USDESEA APO New York 09164
14. Magnetic chalkboard, 24" x 36"		X	
15. Colored beads (Gel-Sten)	EX 0452 0067 001		
16. Nifty chart paper	EX 0452 0068 001		
17. Arithme-sticks (Milton Bradley)	EX 0452 0081 001		
18. Ben-G number concept puzzles (Gel-Sten)	EX 0452 0083 001		
19. Counting arithme-rods (Assoc. School District)	EX 0452 0085 001		
20. Bead bars 1-10 (Creative Playthings)	EX 0452 0096 001		
21. Peg numbers (Creative Playthings)	EX 0452 0104 001		
22. Tactile number cards (Monco)	EX 0452 0060 001		
23. Throw and add dice (Gel-Sten)	EX 0452 0070 001		
24. Ben-G clock puzzle (Gel-Sten)	EX 0452 0082 001		
25. Judy clock, 1 large (Judy Co.)	EX 0452 0120 003		
26. Judy mini clocks (Judy Co.)	EX 0452 0121 003		

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No. (1973)	Other Source
27. Cardboard rulers, set of 12 (Gel-Sten)	EX 0452 0084 001	
28. Cash register (Creative Playthings)	EX 0452 0029 001	
29. Play money, NA357 (Creative Playthings)	EX 0452 0040 001	
30. Multiple Option Curriculum, Strand A (Cawley/Univ. of Conn.)		In press at: Directorate USDESEA APO 09164
a. Primary level: Numbers and operations		
b. Intermediate level: Numbers and operations		
c. Junior level: Numbers and operations		
31. Arithmetic readiness flannel sets (Instructo)		Instructo Corp. Paoli, PA 19301 Cat. no.: 27. Price: $2.50
32. Kinethetic numeral cards and counting discs (Instructo)		Instructo Corp. Paoli, PA 19301 Cat. no.: 1227. Price: $4.95
33. Ordinal-cardinal puzzles (Developmental Learning Materials)		Developmental Learning Materials 7440 N. Natchez Ave. Niles, IL 60648 Cat. no.: 204. Price: $4.00
34. Orbiting the Earth (Scott Foresman)		Scott, Foresman, and Co. 99 Bauer Dr. Oakland, NJ 96325
a. Addition game		Cat. no.: 02169-70. Price: $3.00
b. Subtraction game		Cat. no.: 02170-70. Price $3.00
c. Multiplication game		Cat. no.: 02199-69. Price: $3.75
d. Division game		Cat. no.: 02157-69. Price: $5.04

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No. (1973)	Other Source
35. Discovering Fractions (Instructo)		Instructo Corp. Paoli, PA 19301 Cat. no.: 1072. Price: $4.95
36. Money game (Developmental Learning Materials)		Developmental Learning Materials 7440 N. Natchez Ave. Niles, IL 60648 Cat. no.: 272. Price: $4.50
37. PLUS: Elementary mathematics games, activities, projects (Platts/Educational Service)		The Hubbard Co. P.O. Drawer 100 Defiance, OH 43512 Cat. no.: none. Price: $4.60
38. Betty Crocker's new picture cookbook (Crocker/McGraw-Hill)	NX 0101 0105 003	

TEACHING RESOURCES FOR SCIENCE

1. Science 1 (Mallison/Silver Burdett)	EX 0451 0141 001
2. Science 2 (Mallison/Silver Burdett)	EX 0451 0142 001
3. Science 3 (Mallison/Silver Burdett)	EX 0451 0143 001
4. How and Why Wonder Books (Grossett)	
a. Dinosaurs (Geis)	EX 0451 0145 001
b. Weather (Bonsall)	EX 0451 0146 001
c. Electricity (Notkin)	EX 0451 0147 001
d. Rocks and minerals (Hyler)	EX 0451 0148 001
e. Rockets and missles (Knight)	EX 0451 0149 001
f. Stars (Hoss)	EX 0451 0150 001

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No.	(1973)	Other Source
4. How and Why Wonder Books (cont'd)			
g. Beginning science (Notkin)	EX 0451 0151 001		
h. Our earth (Sutton)	EX 0451 0152 001		
i. Reptiles (Mathewson)	EX 0451 0153 001		
j. Insects (Rood)	EX 0451 0154 001		
k. Human body (Keen)	EX 0451 0156 001		
l. Flight (Highland)	EX 0451 0158 001		
m. Sound (Keen)	EX 0451 0161 001		
n. North America (Robbin)	EX 0451 0162 001		
o. Dogs (Robbin)	EX 0451 0165 001		
p. Fish (Sutton)	EX 0451 0167 001		
5. What is electricity? (Richards)		X	
6. Guppies, bubbles, and vibrating objects (McGavack/John Day)		X	
7. Crystals, insects, and unknown objects (McGavack/John Day)		X	
8. National Dairy Council Science Teaching Materials (National Dairy Council)			
a. Animal feeding demonstrations for the classroom		X	
b. Cheese		X	
c. Food models (set)		X	
d. Newer knowledge of milk		X	
e. A source book on food practices		X	
f. Do you?		X	
g. Meals and snacks for you		X	
h. Where we get our food		X	
i. Your health--how can you help		X	
j. Your food--choice or chance		X	
k. How teeth grow		X	
l. How food becomes you (35 mm filmstrip)		X	

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No.	(1973)	Other Source
9. Basic first aid (American National Red Cross/Doubleday)		X	
10. Safety and Health posters (American National Red Cross Youth Fund)		X	
11. Growing seeds--class kit and teacher's guide (Webster Div. McGraw-Hill)		X	
12. ME NOW (BSCS/Hubbard Scientific)		X	
13. Animal cage, large	NX 0001 1098 003		
14. Cleaning tray for large animal cage	NX 0001 1099 003		
15. PROBE: Elementary science games, seatwork activities, and independent work activities (Roy, Educational Service)			The Hubbard Co. P.O. Drawer 100 Defiance, OH 43512 Cat. no.: none. Price: $4.60
16. Investigating Science with Children (National Science Teachers Association/Teachers Publishing Corp.)			
a. Living things, vol. 1	NX 0170 9003 003		
b. The earth, vol. 2	NX 0170 9004 003		
c. Atoms and molecules, vol. 3	NX 0170 9005 003		
d. Motion, vol. 4	NX 0170 9006 003		
e. Energy and waves, vol. 5	NX 0170 9007 003		
f. Space, vol. 6	NX 0170 9008 003		
17. Learning about nature through games (Musselman/Stackpole)			Stackpole Books Cameron and Kelker Streets Harrisburg, PA 17105 Cat. no.: none. Price: $3.95

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No. (1973)	Other Source
18. Teaching about drugs: A curriculum guide, K-12 (American School Health Association)		American School Health Assoc. ASHA Bldg. 170 S. Depeyster St. Kent, OH 44240 Cat. no.: none. Price: $4.00
19. It's your world (Chargin/Troubador Press)		Troubador Press 126 Folsom St. San Francisco, CA 94105 Cat. no.: none. Price: $1.25
20. The Stanford curriculum: A study guide to help schools and teachers combat the drug epidemic (Tosches/Ferguson)		Ferguson Co. 277 Park Ave. New York, NY 10017 Cat. no.: none. Price: $3.95
21. Pathways in Science--texts and workbooks (Oxenhorn/Globe)		Globe Book Co. 175 Fifth Ave. New York, NY 10010 Prices: workbooks $.60 each, textbooks $1.95 each
a. Earth science, 1		
b. Earth science, 2		
c. Earth science, 3		
d. Chemistry, 1		
e. Chemistry, 2		
f. Chemistry, 3		
g. Physics, 1		
h. Physics, 2		
i. Physics, 3		
j. Biology, 1		
k. Biology, 2		
l. Biology, 3		
22. Pathways in science: General science for the intermediate grades (Greenleaf/Globe)		Globe Book Co. 175 Fifth Ave. New York, NY 10010 Cat. no.: none. Price: $5.60

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No. (1973)	Other Source
23. The question and answer book of nature (Saunders/Random House)		Random House, Inc. Random House School & Library Series 201 E. 50th St. New York, NY 10022 Cat. no.: none. Price: $2.79
24. 700 science experiments for everyone (UNESCO/Doubleday)		Doubleday and Co., Inc. 501 Franklin Ave. Garden City, NY 11530 Cat. no.: LC64-10638. Price: $5.70
25. Science all year		L.W. Singer Co. Singer School Div., Random House 201 E. 50th St. New York, NY 10022 Cat. no.: 00967-3. Price: $1.92
26. Creative nature crafts (Bale/Burgess)		Burgess Publishing Co. 426 S. Sixth St. Minneapolis, MN
27. AAAS-Science, A Process Approach (AAAS/Xerox)		
a. Commentary for teachers	NX 0170 0102 003	
b. Part A	NX 0170 0100 003	
c. Part B	NX 0170 1500 003	
28. Elementary Science Study--super 8mm cartridge film loops (McGraw-Hill)		
a. Growing Seeds, Bean Sprouts #07-017459-8	NX 0821 0053 003	
b. Plant Growth Graphing #07-017460-1	NX 0821 0054 003	
c. The Mouse and the Candle #07-017458-X	NX 0821 0061 003	

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No. (1973)	Other Source
28. Elementary Science Study--super 8mm cartridge film loops (cont'd)		
d. Kitchen Physics, A Look at Some Properties of Liquids, Reading of a Water Column #07-017461-X	NX 0821 0062 003	
e. Budding Yeast Cells #07-017479-2	NX 0821 0064 003	
29. BSCS Biology super 8mm cartridge film loops (Thorne-Films)		
a. Measuring Oxygen Consumption #41	NX 0821 0065 003	
b. Estrous Cycle of the Rat #54	NX 0821 0067 003	
30. Aqua-Terrarium #8346A (Welch)	NX 0540 0002 003	
31. Aquarium #67-1008 (Carolina)	NX 0540 0003 003	
32. Aquarium air pump (Faust 14-93)	NX 0540 0004 003	
33. Aquarium cover	NX 0540 0006 003	
34. The Visible Man (Renwal)		Renwal Mineola, NY 11501 Cat. no.: 804:596. Price: $5.47
35. The Visible Woman (Renwal)		Renwal Mineola, NY 11501 Cat. no.: 804:598. Price: $5.47

TEACHING RESOURCES FOR PERSONAL-SOCIAL DEVELOPMENT

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No.	(1973)	Other Source
1. Eddie in school (Fearon)		X	
2. Turner-Livingston Reading Series (Follett Educ. Corp.)			
a. The money you spend		X	
b. The town you live in		X	
c. The jobs you get		X	
d. The person you are		X	
e. The friends you make		X	
f. The family you belong to		X	
g. Teacher's guide		X	
3. The smallest boy in class (Beim/Morrow)		X	
4. Noisy Nancy Norris (Gaeddert/Hale)		X	
5. Swimming hole (Beim/Morrow)		X	
6. First foods (Cronan/Bennett)		y	
7. Foundations of citizenship, books I and II (Shawn/Richards)	EX 0451 0222 001		
8. The Turner-Livingston Communication Series (Turner/Follett Educ. Corp.)			
a. The newspapers you read	EX 0451 0225 001		
b. The movies you see	EX 0451 0226 001		
c. The letters you write	EX 0451 0227 001		
d. The language you speak	EX 0451 0228 001		
e. The phone calls you make	EX 0451 0229 001		
f. The television you watch	EX 0451 0230 001		
g. Teacher's guide	EX 0451 0231 001		

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No.	(1973)	Other Source
9. Foundations of citizenship, book III (Shawn/Richards)		X	
10. The story of our America (Baldwin/Noble & Noble)	EX 0451 0250 001		
11. Planning meals and shopping (Weaver/Fearon)		X	
12. Teaching children values (Educational Activities)	NX 0451 0255 003		
13. Finding ourselves (Richards)		X	
14. Seventeen book of etiquette and entertaining (Haupt/McKay)	NX 0101 0402 003		
15. Our country (Open Court)		X	
16. Afro-American in U.S. history (DaSilva/Globe)		X	
17. Minorities U.S.A. (Finkelstein/Globe)		X	
18. The new exploring American history (Schwartz/Globe)		X	
19. Thank you, you're welcome (Slobodkin/Vanguard)		X	
20. I can do it (Stanek/Benefic)		X	
21. Let's be enemies (Udry/Harper & Row)		X	
22. Is it hard? Is it easy? (Green/W.R. Scott)		X	
23. The Color of Man (kit) (Random House-Singer)	NX 0180 1020 003		
24. People are important (Evans/Golden Press)		X	
25. It's good to be alive (Campanella/Little, Brown)		X	
26. Your manners are showing (Betz/Grossett & Dunlap)		X	

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No.	(1973)	Other Source
27. Martin Luther King, the peaceful warrior (Clayton/Prentice-Hall)		X	
28. I always wanted to be somebody (Gipson/Harper & Row)		X	
29. Amos Fortune, free man (Yates/Dutton)		X	
30. Classmates by request (Coleman/Morrow)		X	
31. What do you say, dear? (Joslin/Addison-Wesley)		X	
32. The Bishop method of clothing construction (Bishop/Lippincott)	NX 0101 0206 003		
33. Mixer, electric, hand	NX 0680 0032 003		
34. Skillet, 8-inch, aluminum with copper bottom	NX 0680 0051 003		
35. Double boiler, 2-quart (Ekco)	NX 0680 1051 003		
36. Egg beater, rotary (GSA)	NX 0680 1105 003		
37. Fork, dessert	NX 0680 1202 003		
38. Flatware, stainless steel	NX 0680 1505 003		
39. Muffin tin, 12-cup	NX 0680 1751 003		
40. Saucepan, 2-quart (Ekco)	NX 0680 1910 003		
41. Saucepan, 1-quart	NX 0680 1912 003		
42. Spoon, serving	NX 0680 3304 003		
43. Tablecloth, large	NX 0680 3601 003		
44. Ironing board	NX 0680 0001 003		

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No.	(1973)	Other Source
45. High school dropout (Clarke/Doubleday)		X	
46. How to plan and prepare meals (Carson/Webster Div., McGraw-Hill)		X	
47. Learning to care for children (Bradbury/Appleton-Century-Crofts)			
48. Steps in clothing skills (Dunn/Bennett)	NX 0101 0221 003		
49. My mother is the most beautiful woman in the world (Reyher/Lothrop, Lee, & Shepherd)		X	
50. The How Series (Benefic)			
a. How doctors help us (Meeker)	EX 0180 0152 001		
b. How families live together (Provus)	EX 0180 0153 001		
c. How hospitals help us (Meeker)	EX 0180 0154 001		
d. How schools help us (Meeker)	EX 0180 0155 001		
51. EMR curriculum: A persisting life needs approach, Bul. #058-70 (Wis. Dept. of Public Instr.)			Wisconsin Dept. of Public Instruction Div. of Handicapped Children Madison, WI 53701
52. Responsibility (Elwyn)			Elwyn Institute Educational Materials Center Elwyn, PA 19063
53. A girl and her figure (Leverton/National Dairy Council)	EX 0101 0110 001		
54. Charm for Miss Teen (Whitcomb/McGraw-Hill)	NX 0101 0405 003		
55. The art of dating (Duvall/Association Press)	NX 0101 0489 003		

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No. (1973)	Other Source
56. Getting along in school	EX 0472 0001 001	
57. Enjoying leisure time, #5515 (Menninger/SRA)	EX 0473 0021 001	
58. Growing up (Wendell/Heath)	EX 0473 0321 001	
59. Black studies: Resource book, elementary school		Curriculum Coordinator Soc. Stud. Directorate USDESEA APO New York 09164
60. Black studies: Resource book, high school		Ibid.
61. Iron, electric, steam, 110 volt (GE) or iron, electric, steam 220 volt	NX 0681 0021 003 NX 0681 0022 003	

TEACHING RESOURCES FOR ORIENTATION TO THE WORLD OF WORK

1. Newspaper reading (Lawson)	EX 0451 0205 001
2. English that we need (Richards)	EX 0451 0351 001
3. More English that we need (Richards)	EX 0451 0352 001
4. Everyday business (Lawson)	EX 0451 0206 001
5. Money makes sense (Kohn/Fearon)	EX 0451 0208 001
6. Using dollars and sense (Kohn/Fearon)	EX 0451 0210 001

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No.	(1973)	Other Source
7. The Using Money Series (Richards)			
a. Counting my money, book 1	EX 0451 0450 001		
b. Buying power, book 2	EX 0451 0451 001		
c. Spending and saving, book 3	EX 0451 0452 001		
d. Earning, spending, and saving, book 4	EX 0451 0453 001		
8. Mathematics for Employment (Parsky/Mayfex)			
a. Part I		X	
b. Teacher's manual for part I		X	
c. Part II		X	
d. Teacher's manual for part II		X	
9. The Turner Career Guidance Series (Turner/Follett Educ. Corp.)			
a. Teacher's guide, #0606	EX 0451 0214 001		
b. Wanting a job, #0600	EX 0451 0215 001		
c. Training for a job, #0601	EX 0451 0216 001		
d. Starting a job, #0602	EX 0451 0217 001		
e. Looking for a job, #0603	EX 0451 0218 001		
f. Holding a job, #0604	EX 0451 0219 001		
g. Changing a job, #0605	EX 0451 0220 001		
10. Planning meals and shopping (Weaver/Fearon)		X	
11. Getting a job (Randall/Fearon)	EX 0451 0209 001		
12. I want a job, #146 (Richards)		X	
13. On the job, #157 (Richards)		X	
14. Teen-agers at work, #164 (Richards)		X	

Title of Material	USDESEA Manual No. 700-10: 1972 Catalog No.	(1973)	Other Source
15. Nancy Kimbal, nurse's aide (Laklau/Doubleday)		X	
16. Learning to care for children (Bradbury/Appleton-Century-Crofts)		X	
17. How to hold your job (Tudell/John Day)		X	
18. Getting that job (Follett Educ. Corp.)		X	
19. Driver's handbook and examination manual for Germany (USAREUR)		X	PPS Coordinator or Directorate Assistant Director for PPS USDESEA APO New York 09164
20. You and your occupation (Dare/Follett)		X	
21. Teacher's manual for you and your occupation (Dare/Follett)		X	
22. Steps in Clothing Skills (Dunn/Bennett)		X	Charles A. Bennett Co., Inc. 809 W. Detweiller Drive Peoria, IL 61614 Cat. no.: none. Price: $8.80
23. First foods (Cronan/Bennett)		X	Ibid. Cat. no.: none. Price:
24. Families at work (Senesh/SRA)	NX 0180 0135 003		
25. Responsibility (Elwyn)			Elwyn Institute Educational Materials Elwyn, PA Cat. no.: none. Price:
26. A design for daily living, 1966 (Duval County, Florida)			Duval County Schools 330 East Bay Street Jacksonville, Florida
27. The slow learning program in the elementary and secondary school, 1964 (Curriculum bulletin #119)			Cincinnati Board of Education Cincinnati, Ohio

HOW TO UTILIZE INSTRUCTIONAL MATERIALS AND EQUIPMENT

NOTES

Instructional materials can provide motivation and interest in what is being taught. They may also help the teacher to present the concept more clearly to her students. Each classroom should have its own supply of instructional materials. The following aids are examples of basic materials and equipment for every classroom.

The Flat Picture

1. Some of its possible uses are for developing vocabulary, classifying, story sequencing, and clarifying how to do something.

2. In choosing pictures, be selective. A good teaching picture is simple, tells a story, does not have distracting details, and is pertinent to the purpose for which it is to be used.

3. If a picture can be used several times, it is well to preserve it by using economical materials. Spray plastic may be purchased for this purpose. Transparent contact paper may also be used.

Tapes

1. Tapes may be used as comprehension checks after a pupil has completed a reading assignment, looked at a picture, or viewed a film. They are useful for mathematics drills. Oral reading skills can also be improved by taping students' voices.

2. Tapes for the classroom are listed in the USDESEA catalog in the 0831 section.

The Flannel Board

1. This device can be used in illustrating number concepts and processes, showing size relationships, and developing word-attack skills.

2. Classroom flannel boards are easy to make: Simply tack one of the bulletin boards with felt or flannel. Another way to make one is to cut a large piece of cardboard or purchase a large piece of oaktag, then mount either flannel or felt to it.

3. Individual flannel boards may be made by cutting 12 x 12-inch pieces of cardboard. (A straight-edge razor blade can cut cardboard easily.) Mount a 12 x 12-inch piece of felt to the cardboard by using a spray glue.

4. Material to be used on the flannel board can be made by tracing geometric cardboard shapes, cookie cutter patterns, or pictures on felt. Felt can be purchased from the Instructo Corporation. One package contains twelve 9 x 12-inch sheets. The cost is $1.95.

5. Another way to make flannel board pieces is to trace a design on heavy cardboard. Place a strip of velour paper on the back of the picture. Velour paper has an adhesive side for the design and a fiber side which clings to felt or flannel. (Instructo Corporation: one package contains eight 1/2 x 10-inch sheets. The price is $1.95.)

Magnetic Boards

1. Magnetic boards may be used for the same purposes that flannel boards are used.

2. The magnetic chalkboard found in each classroom according to the Logistics Supplies and Equipment 1972 Catalog, item 0710 0011 003, is an excellent magnetic board. For individual work, the side of a metal filing cabinet can be used.

3. Magnetic board materials can be made easily. Cut designs from paper, felt, or light cardboard. Glue a 1-inch piece of magnetic strip to the back. Magnetic strips are available under item 0710 0010 in the logistics catalog. If heavyweight material is being backed, glue small bar magnets to the back of the material. Twelve alnico magnets made for this purpose can be purchased from Instructo for $1.00.

Transparencies

1. Transparencies can be used for story telling, number concepts, arithmetic processes, left-right movement, and visual memory exercises.

2. Materials for creating your own transparencies are available in the Logistics 1972 Catalog, in the 0822 section.

3. Transparencies can be made from books and workbooks by using Thermofax projection transparencies. These are also listed in the 0822 section, 1972 Catalog.

NOTES

UNDERSTANDING YOUR ROLE

A sense of loyalty to the school and a high regard for professional ethics is as essential in your role as it is to all other members of the school staff. Therefore, you will wish to acquaint yourself with the general policies of the school. Treat all information about the school, teachers, students and their families in strictest confidence. A "good relationship" for teacher aides means that you:

1. Become a member of the staff in spirit as well as in name.

2. Remember that school helps children grow in independence as well as in knowledge.

What an aide must be:

1. You must respect children (all kinds--clean, dirty, well-behaved, angry, afraid, etc.).

2. You must be interested in helping to provide for their needs.

3. You must be able to listen to children and support and reassure them by facial expression and by your presence.

4. You must work closely with the teacher in order to learn to know each child individually, his interests, his abilities, his needs. By being present and relating to children you are bound to transmit ideas, feelings, habits, and skills.

You provide:

1. An extra pair of hands and legs.

2. An extra measure of personal warmth.

3. An extra pair of ears and eyes that will add to the store of knowledge about each child.

You are a model:

Children identify with adults around them. Children will imitate:

1. Health and posture
2. Grooming
3. Facial expression (enthusiasm is contagious)
4. Manner and manners
5. Verbal skills (speech)

It is a wise teacher (and teacher aide) who knows:

1. That each child is a person.
2. That each child has his own pace and pattern of growth and development.
3. That, while each child is different, he is more like his age-mates than he is different.
4. That the needs of individuals must be met in the context of a group.

Portrait of public school children:

Almost constantly	And sometimes
They observe.	They work.
They move.	They play.
They think.	They fall.
They feel.	They maneuver.
They grow.	They balk.
They learn.	They have fun.
They worry.	They feel succe[illegible].

NOTES

The military schools have all the children of all the people--happy, unhappy, dependent, independent, talented, not talented--and all degrees in between. A school staff is committed to doing the best possible job of educating each.

UNDERSTANDING CHILDREN

Child psychology provides clues to an understanding of the youngsters you work with and some hints to help build friendly, constructive relationships. The following suggestions have been compiled from the observations of leading child psychologists.

1. The most important points to remember when communicating with youngsters is that they need (a) confidence, (b) self-esteem, (c) esteem of others, (d) guidance, and (e) encouragement. The best way to promote these is by:

   Learning their names (and using them) as soon as possible.

   Finding out about their abilities, interests, and backgrounds.

   Taking time for friendly chats with each child and showing a definite interest in the pupil.

   Being consistent about what you approve and disapprove.

2. Children are sensitive. Especially in the first five grades of school, they are in a continual process of increasing independence (from their parents, mainly, but also from authority in general). Classroom and school personnel take the place of a parent for a large part of the day. You may be the most important person in a child's life. The slightest word from you may make a child happy, sad, secure, or fearful. Thus, it goes without saying that you must weigh your actions carefully in all situations.

3. When you are assigned to a special class, expect some changes in a child as a result of exposure to the formal school environment. Conformity to the demands of a new adult, intimate contact with a number of other children, separation from the mother for a substantial part of the day--all these must impinge on the child's behavior and his concept of self. It is up to you and your teacher to cushion the shock of this new world in a constructive and meaningful manner.

4. Do not play favorites. Children are individuals. They learn at different rates. It is a good idea to try to understand the abilities of the pupils in your grade. Try to divide your time evenly among all pupils. Most children realize, and are hurt, if it is obvious that someone else is getting more attention.

5. In an effective learning situation, the child is actively striving to resolve problems that block his way to attractive goals. Although it will not be your job to plan classroom opportunities which bring the children face to face with such problems, you might discuss with your teacher what part you can play in directing the children toward this goal.

6. Good adjustment in your classroom attitude promotes favorable pupil adjustment. Children are great mimics, and in the early primary grades especially, will imitate actions or speech of adults. If you are fair and considerate, they will be too.

7. Do not scold an erring child in front of the entire class. This is an element of leadership which carries right into the adult world. No one enjoys being punished in front of an audience, and in children the results can be especially harmful. Above all, always make your criticism constructive, not degrading.

8. A child's world is a happy one, generally, so come to school every day with a smile. Be happy and tolerant, and you will find that your pupils will respond with the same behavior.

TEACHER AIDES AND TEACHERS

The professional teacher is trained and certified to perform certain functions in the education of children. The responsibilities that are reserved for teachers involve (1) analyzing the instructional needs of his pupils, (2) prescribing educational activities to meet the pupils' needs, and (3) certain supervisory responsibilities consistent with established school policy.

Teachers working with para-professional helpers, either in or out of classrooms, must rely upon their own professional judgment when assigning duties to you. These duties should not infringe upon the responsibilities reserved for teachers, but you may assist teachers in meeting these responsibilities.

NOTES

Teacher-aide orientation

While you may have skills that will be helpful in the classroom, much of your orientation to actual classroom work falls on the shoulders of the classroom teacher.

You can be made to feel comfortable and welcome if your teacher permits you to observe the class for a while to learn the location of materials, and to discuss the general nature of your duties. Gradually, you can become an integral part of daily classroom activity and be a valuable addition to the classroom. You will be required to perform general clerical skills almost instantly.

It is a wise teacher who discovers any special talents you may have and helps you to utilize them. Your teacher will have conferences about your work when necessary and will attempt to guide you to your fullest potential.

Teacher-aide interaction with children

The addition of a teacher aide to a classroom will enhance opportunities for close personal relationships among pupils, the teacher, and the teacher aide.

Through cooperative planning with the teacher, you can contribute to the process of interaction between pupils and teacher and can be an important part of that interaction.

Planning between you and the teacher that would promote interaction with the children might include the following:

(1) Developing an understanding of healthy relationships among yourself, the teacher, and the children.

(2) Clarifying your discipline role.

(3) Helping you recognize the need to allow children to make errors and approach tasks creatively.

(4) Sharing information that will help in dealing with children.

(5) Helping you learn how you can contribute to communications between:

(a) Teacher and pupil.

(b) Pupil and teacher.

(c) Pupil and pupil.

(6) Helping you develop and recognize realistic viewpoints about children.

(7) Giving you clear assignments of duties and responsibilities as they are developed.

GENERAL GUIDELINES FOR TEACHERS AND AIDES

1. The addition of teacher aides will not reduce the work of teachers. If a teacher and an aide are working well together, and the aide is making a positive contribution to the classroom routine, the time released by this additional help can best be used by the teacher in performing professional responsibilities and in planning.

2. Para-professional personnel should not be given confidential information unless it is accompanied with instruction on how it is to be used and the dangers of misuse. Professional staff members who choose to share information of a confidential nature are responsible for instruction in its proper use. Aides are expected to treat all school matters in professional confidence.

3. Aides should not normally be required to mark or score papers that require qualitative judgments. Objective tests will often be scored by aides.

NOTES

WHAT WILL TEACHER AIDES DO?

General duties of the teacher aide

1. Clerical

   a. Keep attendance records.
   b. Take lunch order.
   c. Keep health card data up-to-date.
   d. Verify absences.
   e. Maintain inventories on classroom materials.
   f. File materials.
   g. Duplicate materials.
   h. Type or print materials.

2. Instructional Assistance

   a. Check reading vocabulary.
   b. Correct papers.
   c. Work with small groups under teacher direction.
   d. Assemble instructional materials.
   e. Encourage exceptional children through extra projects, resource material, and equipment.
   f. Help teacher listen to stories children have to tell about their work (language development).
   g. Make visual aids.
   h. Collect pictures, leaves, rocks, etc.
   i. Provide one-to-one relationship for language development.
   j. Take injured or disturbed children aside to prevent disruption of the entire group.
   k. Supervise children in one area while teacher is teaching another group.

3. Preparation

   a. Mix paint and get other materials ready for art and special projects.
   b. Organize science equipment.
   c. Assemble and staple materials.

4. Audio-Visual

   a. Set up and operate projectors, head sets, record players, tape recorders, etc. (Permit pupils to assist you whenever possible.)
   b. Prepare requisitions for films, filmstrips, tapes, etc.
   c. Direct listening activities when using records, tapes, etc.

5. Classroom Environment

   a. Assist or supervise children in arranging bulletin boards, learning centers, display cases, and exhibits.
   b. Assist or supervise in general housekeeping tasks.
   c. Replenish supplies.
   d. Assist or supervise organizing furniture in flexible groupings.
   e. Distribute books, collect papers.

6. Field Trips

   a. Prepare, distribute, and check parent permission notes.
   b. Collect bus money.
   c. Supervise individual or small groups.

7. Library

   a. Help children select books on their interest and reading level.
   b. Help children select reference books for their work.
   c. Check on overdue books.
   d. Accompany small groups to the library.
   e. Set up exhibits and displays.
   f. Prepare posters.
   g. Keep books in order.
   h. Prepare overdue lists.
   i. Tell stories.
   j. Play records.

NOTES

8. Miscellaneous

a. Take care of minor first-aid emergencies such as cuts, nosebleeds, and sick children.
b. Free teacher for parent conferences by reading or telling stories.
c. Free teacher so that she is able to observe her children who are in speech correction, reading improvement, etc.
d. Help children with books, coats, etc., when necessary.
e. Help supervise free activity period.
f. Help direct children to put materials and equipment away.
g. Supervise bathrooms.
h. Help children improve their skills in using pencils, scissors, crayons, paints, clay, etc.
i. Help children care for plants, pets, etc.

REFERENCES

The effective use of teacher aides. A continuum of special education services, experimental design, Maryland State Department of Education, Baltimore, Maryland, 1969.

Teacher aides, A handbook for Alachua County, Florida, 1969.

DEVELOPING EXPERIENCE CHARTS*

NOTES

The use of experience charts has long been a popular tool for teachers of language arts. For the most part such charts have been employed as a major vehicle for the teaching of beginning reading. Although the technique has retained its popularity, its application in the classroom varies considerably from teacher to teacher. Some teachers use experience charts merely to record information, e.g., daily weather report, student jobs for the week, and special events; others use them as the focal point in the development of stories in teaching. The experience chart can provide a means for teaching subject matter, as well as an effective tool in teaching academic skills. This expanded use of experience charts is also effective in the process of unit teaching presented in this guide.

Experience charts can be described as written accounts of experiences developed by the pupils in cooperation with their teacher. Reference to the physical features of the chart, e.g., chalkboard or overhead projector or tag board, would add more meaning to the description. While this simple definition might appear sufficient to some teachers, it does not suggest the many uses or the instructional implications of experience charts. Herrick and Nerbovig (1966) place experience charts in perspective through the following discussion:

1. The charts are based on some experience that the students and the teacher have had, are having, or are about to have together.

2. The specific subject matter for experience chart writing should be related to an appropriate part of the total experience of the teacher and students together, and should grow naturally out of that experience and its development.

3. Experience chart writing is based on something pupils know about, have had an opportunity to observe, explore, try out, and utilize on some first-hand basis.

4. Experience chart writing provides a basis for helping children discover what the the real processes of writing are: the alternative ways in which the same idea can be expressed, the ways in which a language choice is resolved, and how improvements can be made in future writing projects.

*Adapted from a cooperative program involving the Iowa State Department of Public Instruction and the University of Iowa Special Education Development Center.

5. Experience chart writing provides a valuable means for enriching and developing language power.

6. Experience chart writing helps a child put the necessary components of writing into their proper relationships and become aware of each necessary contribution.

In reviewing Herrick and Nerbovig's eight descriptive statements, note the emphasis on skill development. For example, reference is made to listening, observation, recall, etc.; however, the limited attention given to subject matter centers on the content of the chart Herrick and Nerbovig's book is aimed at the regular class, where we find a wide array of printed material through which the subject matter of the curriculum is conveyed. This is not the situation in special classes for the educable mentally retarded. While there are some texts specifically written for the mentally retarded, the teacher typically is forced to modify regular material to the needs of the mentally retarded.

Herein lies a major use of experience charts in teaching the mentally retarded--they can be effectively used in teaching subject matter. Experience units should be used to teach content as well as to develop skills. The content of a unit becomes the subject matter. The role of experience charts in teaching skills is reflected in their continued use in the regular language arts programs, particularly in lower grades. In addition to serving as a technique for teaching skills and subject matter, experience charts assume three process-type functions in unit teaching:

1. <u>They add continuity to your unit</u>. If an experience chart is developed as part of each lesson, an accumulation of subject matter evolves through the series of experience charts. Charts from previous lessons can serve to stimulate the thinking of the students on the theme of the unit. At the completion of the unit the experience chart represents a text of the unit, with the order of experience charts representing the sequence in which the unit lessons were taught.

2. <u>They provide a source for review</u>. The experience charts can serve as the focal point for reviewing a particular lesson or reinforcing a unit. Even as much as a year later the charts can be used to review the basic content taught through the unit. Since the students contributed to building the chart and have read them numerous times during the teaching of the unit, the experience chart, as a review technique, is very concrete and meaningful. Without such a source the review of lessons often falls into the realm of discussing scanty information on the topic, or the review of student projects which typically are not inclusive

of all the concepts or information covered in the lessons or unit when they were originally taught.

3. They serve as an attention-holding device. Many teachers encounter difficulty in teaching units because they persist in "talking" rather than teaching. Even with good listening skills, such an approach is not very appealing. Although student participation in activities can be encouraged and various audio-visual techniques employed, a need still exists for a center of attraction. The experience chart fulfills this need if appropriately used. The experience chart should be developed through the lesson, rather than merely as a culminating activity. As the students contribute to building the chart, it can be viewed as the product of the lesson, and consequently the focus of their attention.

You, as the teacher, must begin to think about what you hope to record on the experience chart as you begin to specify the instructional objectives for a given lesson. When the scope of the lesson has been determined and the instructional objectives completed, you should have in mind the specific information you anticipate recording on the chart during the lesson. This is not to suggest that you should attempt to obtain from the students during the lesson the exact wording included in the lesson plan. It becomes your responsibility to stimulate discussion in order to obtain desired responses. The following are some suggestions for planning experience charts in your lesson plans:

1. In the beginning of the school year, plan an experience chart for each lesson. Later, stimulate discussion so that the students may participate in the writing of the experience chart.

2. In writing your first experience charts as part of the lesson plans, write them as you would hope the pupils will develop them. Don't describe them. For example, don't say, "Identify safety rules." Instead, specify the rules in your plan. The process of writing the charts out in detail in your plan is excellent practice. It allows you an opportunity to evaluate the relevance of the content of the lesson. It also affords you a chance to plan for the inclusion of specific vocabulary words on the experience chart.

3. Review the ability statements prior to writing the experience chart in the lesson plan. Be sure the content of the chart relates to the abilities or skills to be taught.

4. Review previous experience charts. Avoid redundant wording. For example, if a previous lesson began "Today we . . . " vary the beginning of the next chart.

5. Keep sentences short and avoid complicated punctuation. It is suggested that sentence length should be about five to eight words at the 10-12 age level; and ten to twelve words at the 13+ age level. At the upper primary level words may be combined with pictures.

6. Plan brief, explicit experience charts. If you have planned the experience chart in advance, the task of stimulating appropriate discussion and obtaining responses from the student will not be difficult. The strong emphasis on planning experience charts relates to the purpose of using experience charts in teaching the content of a unit or lesson. If the experience chart is being used only in relation to the skills, less planning is necessary. The expanded use of experience charts dictates the need for planning.

Suggested techniques in using experience charts

1. Use an easel large enough to hold 24x36-inch newsprint or other lined paper. The easel should be sturdy and tall enough so that you can write on it comfortably and the students can see it clearly from the desks. At the secondary level many teachers find the use of the overhead projector or the chalkboard a more convenient means of developing experience charts.

2. Experience chart paper can be purchased in a variety of sizes. However, 24x36-inch paper provides enough space for sizable stories and is large enough to use for illustration purposes. Although experience chart tablets can be purchased, they are rather expensive. They are also restricted in that they contain a standard number of pages. Lined newsprint can be inexpensively purchased by individual sheets. The teacher can bind in tablet form the number of sheets he anticipates using. Heavy tag board can be used as a cover to protect the pages. Single sheets may also be taped to the chalkboard or other surface.

3. Use a black wax pencil. The type used to mark groceries works quite well. If you are using newsprint, magic markers will soak through. Crayons do not mark black enough to be easily read from a distance. In developing charts on the overhead projector use the appropriate pencil provided for this purpose.

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4. Prepare two or three leading questions in advance. The questions should be formulated to evoke responses relevant to the content you wish to develop on the experience chart.

5. While writing on the experience chart you can hold the attention of the students by directing questions to specific students. For example, you might ask about the spelling of a particular word or merely ask a student to relate the comment being recorded. Such questions help to keep the discussion going while you are involved in the writing process. It also helps to prevent management problems.

6. Have students read the experience chart orally after it has been developed. Individual students may be called upon to read the entire chart or a portion of it.

7. If it is necessary to copy a chart over after class, avoid changing the content. Sometimes the legibility can be improved if copied over under more favorable conditions. If grammar or misspellings are corrected, they should be brought to the attention of the class during succeeding lessons.

The teaching of experience units as described in this guide places considerable responsibility on the teacher in the development and use of experience charts. Many teachers will initially encounter difficulty in developing experience charts which present the content of the lesson sequentially. The only short cut is through good planning and practice. Students soon become accustomed to the technique and assume a major share of the responsibility for construction of the chart during the lesson.

Uses of experience charts

The use of experience charts is not restricted to specific content. Charts can be designed to meet a number of uses. Once completed, experience charts can also serve a number of purposes.

Experience charts can be used to record subject matter of lessons, to develop academic skills, to present seatwork activities, and to administer short tests.

Once an experience chart or a series of experience charts has been completed, the chart(s) can be put to a number of instructional uses, such as:

1. Reviewing a particular lesson or a completed unit.

2. Reading.

3. Writing experiences.

4. Serving as a topic source for discussion.

As previously stressed, the approach to the development and teaching of lessons proposed in this guide makes considerable use of experience charts. The charts serve as a means of developing skills and teaching subject matter. They also add continuity to a unit and provide a permanent source for review purposes. It should be kept in mind that the experience chart plan which the teacher includes in the lesson is merely a guide. The wording of the experience chart developed during the lesson must come from the pupils.

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LEARNING CENTERS

NOTES

A major concern in education today is how to meet the educational needs of individual children. Implicit in this concern is the concept that every child is a unique individual. While this philosophy of individualized instruction is an easy one to adhere to, many teachers find that putting this philosophy into practice in their classrooms is a difficult task.

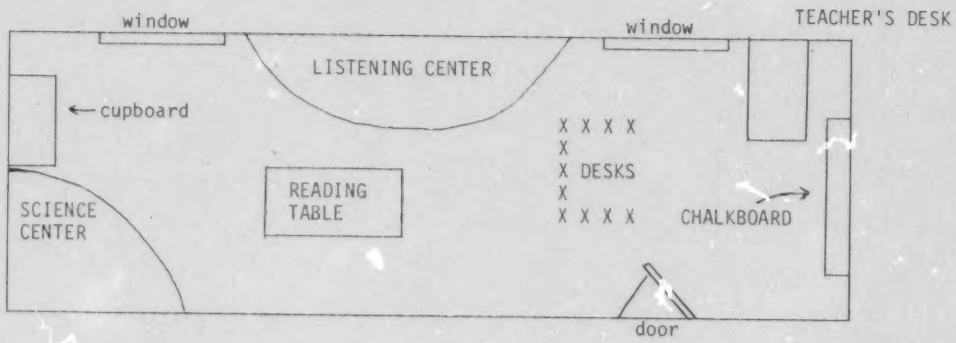
The difficulty in implementing a program of individualized instruction appears to be two-fold. First, the teacher is faced with the problem of how to determine the educational needs of each child in her classroom as well as how to develop a program reflecting these needs. Second, when the teacher is actually working with each child or small group of children with similar needs, what does she do with the remainder of the class? In other words, how can the teacher provide meaningful learning experiences for the majority of the class while she works with individuals?

The purpose of this section is to help teachers overcome these problems: what to do with the rest of the class while the teacher works with individuals or small groups. This section suggests one method of helping teachers to individualize instruction in their classrooms. This method involves the children's utilization of learning or interest centers in the classroom while the teacher works with small groups or individuals.

Organizing the classroom

1. Learning centers have been described in the special education literature by Hewitt (1968) and Kokaska (1971). Briefly, these authors suggest that several learning centers be set up in various places around the classroom. These centers may consist of a table and chairs, a desk, or a carpet on the floor. For example, the following floor plan illustrates one possible classroom arrangement containing two learning centers: a listening-skills learning center, and a science learning center.

2. A classroom floor plan--example



Developing materials for each center

1. Each learning center is designed to develop certain skills or concepts without the direct guidance of the teacher. In other words, each center contains self-directing materials necessary for one or more children to complete a lesson with a minimum of guidance from the teacher or aide.

2. The teacher must determine which skills or concepts are appropriate for the students in her classroom. This information will dictate the learning centers to be developed. Kokaska (1971) has suggested the following learning centers for primary EMR classes: (1) visual perception, (2) auditory discrimination, (3) listening, (4) fine motor skills, and (5) arts and crafts. Other possibilities for learning centers are: (1) science, (2) phonics, (3) mathematics, and (4) special interests.

3. Once the types of centers are determined, the teacher should develop activities or lessons for each center. Each lesson should be carefully thought out to prevent confusion on the part of the student when he attempts to participate in the lesson. In general the following steps should be followed when preparing individual lessons or activities:

   (a) State the instructional objective for the lesson. This statement should tell clearly what the student will achieve by the end of the lesson.

   (b) Make sure the directions are very clearly stated. If students can't read, the directions may be taped or illustrated in such a way that nonreaders can follow them.

   (c) Sequence the directions carefully. Present transitions in reasoning in small steps to avoid confusing students.

   (d) Place all needed materials at the center or give explicit directions explaining where materials can be found.

   (e) Build the lesson or activity for each succeeding day upon the skill or concept presented the preceding day.

Using the learning centers

1. Once the learning centers have been prepared, the teacher should decide how she will use them during the school day. The following are possible ways of using the learning centers. Additional examples are also included.

   (a) Divide the reading time into three segments of twenty minutes each: (1) reading circle, (2) reading follow-up, and (3) learning centers. This schedule will allow the teacher to have three reading groups. To start the reading time one group goes to the reading table to work with the teacher. Another group receives a reading follow-up assignment (from the previous day's reading group with teacher) to complete at their desks. The third group begins the hour at a learning center.

   At the end of the first 20-minute segment, the three groups rotate. Students in the reading group return to their desks to complete a reading follow-up. Reading follow-up students go to the learning centers. Learning center students come to the reading circle.

At the beginning of the final 20-minute segment, the three groups again rotate.

This approach to the use of learning centers is charted in the following table:

Schedule during reading hour--example

	First Twenty Minutes	Second Twenty Minutes	Third Twenty Minutes
Group 1	Reading Circle	Reading Follow-up	Learning Center
Group 2	Learning Center	Reading Circle	Reading Follow-up
Group 3	Reading Follow-up	Learning Center	Reading Circle

(b) Set aside one hour per day for individual skills development. Divide the hour into four 15-minute segments. Prepare four learning centers in the room. Each center should accommodate approximately one-fourth of the students in the class.

During the first 15-minute segment, one-fourth of the students go to Learning Center 1, one-fourth to Learning Center 2, and so forth. While the class works at the learning centers, select one or two students for individual help. At the end of the 15 minutes have the class rotate, each group moving on to the next predetermined learning center. Again, select individuals for special help during this second time segment. Continue this procedure for the full hour.

2. The lessons or activities at each center may be changed daily, or after several days, depending upon the time needed to give all students an opportunity to work at each learning center.

3. Some time should be spent introducing the class to each of the learning centers. It will be helpful if students are told what to expect at each center. If it appears that they don't understand what is expected of them, it may be necessary to actually demonstrate the activity to the class. Once the students understand the routine, it is likely that they will be able to continue on their own.

A SAMPLE LESSON PLAN FOR A LISTENING-SKILLS CENTER

LISTENING SKILLS

Lesson 1

Instructional Objective: To write an X on the correct shape in each box.

Materials Needed: Worksheet paper 1, pencil, tape recorder, prerecorded tape, listening post or earphones. A sample worksheet is provided on the following page.

Dialogue for making tape: (Pause 15 seconds) . . . Listen carefully to what I tell you to do. First, write your name at the top of the paper. (Pause 15 seconds) Touch the heart. Look at the little box right below it. Now look at the long box next to the little box. Find the shape in the long box that looks just like the one in the little box. Put an X on it. (Pause 15 seconds) Go down to the next row of boxes. Look at the shape in the little box. Find that shape in the long box. Put an X on it. (Pause 15 seconds) Go down to the next. Look at the shape in the little box. Find that shape in the long box. Put an X on it. (Pause 15 seconds) Go down to the next row. Look at the shape in the little box. Find that shape in the long box. Put an X on it. (Pause 15 seconds) Go down to the next row. Look at the shape in the little box. Find that

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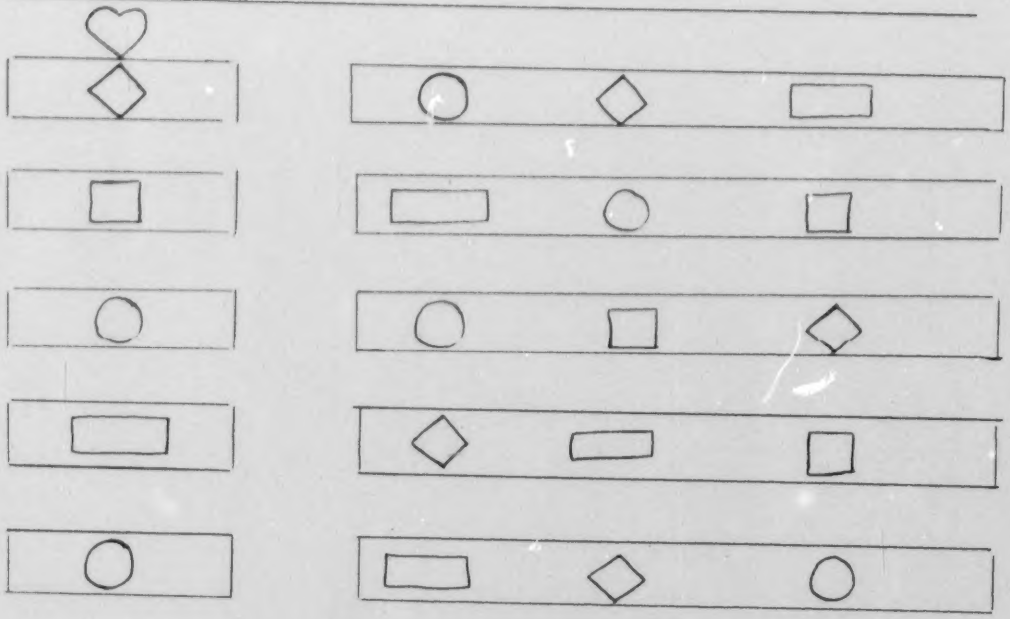
shape in the long box. Put an X on it. (Pause 15 seconds) Using your crayons, color all the shapes that you put an X on.

Note: This same type of activity may be used with children having the ability to match numbers, letters of the alphabet, words, etc.

SAMPLE WORKSHEET FOR LISTENING SKILLS LESSON 1

Name _____



A SAMPLE LESSON PLAN FOR A SCIENCE-SKILLS CENTER

SCIENCE: ELECTRICITY (OLDER STUDENTS)

Lesson 1

Instructional Objective: To construct a circuit so that a light bulb will go on.

Materials Needed: Diagram I, one dry cell battery, one light socket, one light bulb, two electrical wires 8 inches long, one screw driver. Refer to Diagram I on the following page.

Teacher Action: The teacher or aide should assist in constructing the circuit the first time. The aide should then supervise the students while they construct the unit.

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SAMPLE DIAGRAM SHEET FOR LESSON PLAN

SCIENCE: ELECTRICITY

DIAGRAM 1

YOU WILL NEED:

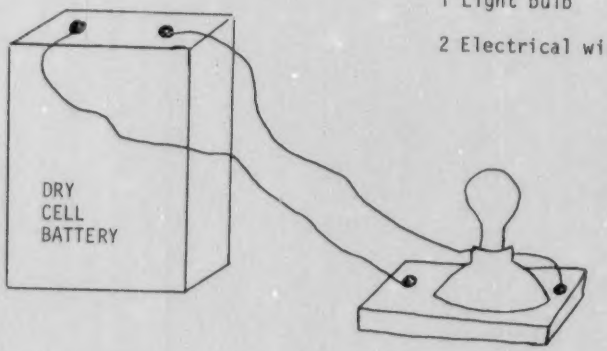
1 Dry cell battery

1 Light socket

1 Screw driver

1 Light bulb

2 Electrical wires, 8 inches long



DIRECTIONS:

1. Take one wire and hook it from the light socket to the dry cell battery.
2. Take the other wire and hook it from the light socket to the dry cell battery.
3. Put the light bulb into the light socket.
4. Does the light bulb go on?

READING*

Primary-Intermediate

1. Instructional Objective: To copy a design on a pegboard (visual-motor).

   Materials: One to four pegboards (one per child at center at same time), box of pegs (may be plain or colored), one to four designs children are to copy.

   Teacher Action: Give directions orally. Give each child a design to copy on the pegboard. Record each child's degree of success.

2. Objective: To match initial sounds of words with pictures.

   Materials: Cards with letters, pictures.

   Teacher Action: Give the child cards with letters on them. Give him pictures that contain the same sounds that the letters make.

3. Objective: To match colored blocks with design cards, using a model.

   Materials: Colored blocks, design cards.

   Teacher Action: MAKE A PICTURE OF YOUR BLOCKS LIKE THE ONE ON THE CARD.

*These Learning Center ideas were developed by two participants in the 1972 USDESEA summer workshop.

4. Objective: To place pictures in sequence after hearing a story.

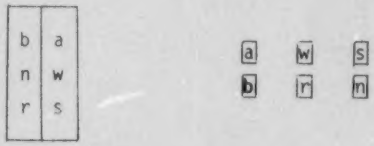
   Materials: Tape-recorded story and pictures.

   Teacher Action: Tape-record a story, or read story directly to students. Then ask them to place pictures in the same order (sequence) as the events in the story are told.

5. Objective: To match letters of the alphabet.

   Materials: Home-made lotto game with two sets of individual alphabet cards. One set is glued on cardboard rectangles in groups of six or eight, so each cardboard has six or eight letters on it. The other set of alphabet cards are left free, to be matched to the cardboard cards.

   Example:



   Teacher Action: Present a number of cardboards and their corresponding individual alphabet cards for the appropriate level of the students in the learning center. Direct students to match the letters by placing the individual letters over the letters on the large cardboard.

6. Objective: To practice reading in phrases.

   Materials: A chart with a list of numbered phrases using vocabulary words that the children have studied but in which they need reinforcement.

Phrase Game: One child thinks of a phrase and writes the number from the list on a small piece of paper, while the other children playing the game don't peek. The children say, "Is it number 5?" and then read phrase five. The leader answers, "No, it is not number 5" and then reads the phrase. This goes on until someone guesses which one it is. The one who guesses take the place of the leader.

7. Objective: To recognize and write the names of familiar common items.

   Materials: One carton, and examples of 15 to 20 items, e.g., ball, pan, pencil, doll, etc.

   Teacher Action: TAKE ONE ITEM OUT OF THE BOX AT A TIME. WRITE DOWN WHAT IT IS. WHEN YOU HAVE FINISHED, TURN THE CARTON OVER AND COMPARE YOUR LIST WITH THE ONE THAT IS THERE.

8. Objective: To recognize the beginning sounds and letters of words.

   Materials: Magazine pictures, paper, paste.

   Teacher Action: Give directions orally, e.g.: PASTE ON YOUR PAPER THE PICTURES THAT BEGIN WITH THE LETTER "B," THAT HAVE THE [B] SOUND.

Intermediate-Secondary (Junior and Senior High School)--adjust for interest level

1. Objective: To comprehend recorded sentences and relate them pictorially.

   Materials: Drawing paper, crayons or other art media, sentences already printed on paper.

   Teacher Action: Give the directions orally, e.g., ON THE TABLE YOU WILL FIND SENTENCES FROM THE STORY WE HAVE JUST READ. YOU ARE TO READ EACH SENTENCE AND DRAW A PICTURE FOR EACH SENTENCE. USE THE MATERIALS ON THE TABLE.

2. Objective: To recall the sequential order of a story from beginning to end, e.g., "The Three Bears," or other stories for which you have puzzles.

   Materials: A puzzle of the story.

   Teacher Action: Give directions orally. TELL THE STORY USING THE PUZZLE.

3. Objective: To sort by color.

   Materials: Paper plates with a colored piece of paper glued in the center of each plate, corresponding colored construction paper cut up into pieces.

   Teacher Action: FIND THE PIECES OF PAPER THAT MATCH THE COLOR OF THE PIECE OF PAPER IN EACH PLATE. PUT THOSE PIECES IN EACH PLATE WITH THE MATCHING COLOR PIECE. (Give an example.)

4. Objective: Word association.

   Materials: Noun flashcards from a previous reading assignment, paper, pencils.

   Teacher Action: Directions are attached on the pack of flashcards: Choose 20 cards from the pack. Choose one card at a time and write that word on your paper. Across from the word write something that goes with it, e.g., bun--hot dog.

5. Objective: To reinforce basic facts.

   Materials: Ditto paper with connected circles (each circle having a certain number of dots in it), pencil.

   Teacher Action: LOOK AT THE DOTS IN EACH CIRCLE. NEXT TO THE CIRCLE WRITE THE NUMERAL FOR THE NUMBER OF DOTS YOU SEE. ADD THE TWO NUMERALS AND WRITE YOUR ANSWER.

6. Objective: To comprehend facts or events in a story.

   Materials: Individual film strip viewer, film strip, ditto, pencil.

   Teacher Action: Instruct (orally) one to three children to go to the viewer, read silently and view film strip. ANSWER QUESTIONS ABOUT THE FILM STRIP ON THIS SHEET OF PAPER.

7. Objective: To write a series of letters, numbers, or words which are presented on tape.

   Materials: Tape and recorder, pencil, paper.

   Teacher Action: Tape-record: I HAVE SOME SETS OF NUMBERS (LETTERS, WORDS, etc.). AS I SAY EACH SET, WRITE THAT SET JUST AS I SAY IT . . . (Pause about five seconds between numbers or words.)

Junior-Senior High

1. Objective: To complete a Personal Information Sheet (or application). (Reinforcement Activity)

   Materials: Paper, pencil, pens, dittoed Information Sheets, envelopes.

   Teacher Action: Discuss the need for knowing personal information (Social Security card, job applications, credit-card applications, etc.). Provide an envelope for each student which contains a completed personal sheet for each. The student should practice filling out his own form, using the correct one as a guide.

2. Objective: To alphabetize spelling words and use them in sentences.

   Materials: Reading or spelling list, paper, pencil or pen.

Teacher Action: Give the following directions in writing: Write this list of words in alphabetical order. After putting them in alphabetical order, make up your own sentence for each word. (Read directions to them.)

Unspecified Level

Objective: To copy a design.

Materials: Parquetry chips, teacher-made design or purchased parquetry patterns.

Teacher Action: Place one or two patterns on the table. Give the children an assortment of chips. He is to place chips on top of the teacher-made pattern. MAKE A PATTERN JUST LIKE THIS ONE.

SCIENCE*

Preschool-Primary

Objective: To identify the texture of objects (smooth, rough; soft, hard; etc.).

Materials: Objects such as yarn, sand paper, rocks (rough and smooth), cubed sugar, glass, eraser, feather, cotton, sponge, etc.

Teacher Action: GO TO THE TABLE. FEEL ALL THE THINGS ON THE TABLE. PLACE THE SMOOTH THINGS IN THIS BOX. (Continue, using other textures.)

Junior High

Objective: To identify the effect of the weather on safety conditions and manner of dress.

Materials: Pencil, paper, a chart listing weather conditions (fog, ice, rain, frost, hail, wind, sun).

*These Learning Center ideas were developed by two participants in the 1972 USDESEA summer workshop.

Teacher Action: LIST ON YOUR CHART WHAT YOU WOULD WEAR UNDER THE ABOVE CONDITIONS. TELL HOW YOU WOULD TRAVEL UNDER SUCH CONDITIONS (SUCH AS SLOW OR FAST). (Use the second statement as a separate activity.)

Junior-Senior High

Objective: To learn the function of the digestive system. (Reinforcement Activity)

Materials: Chart of digestive system, model of body, film strip illustrating digestion through parts, slide of tissue for examining, stethoscope.

Teacher Action: LOCATE THE PARTS OF THE DIGESTIVE SYSTEM. FIND THE PARTS ON THE CHART. WHICH IS FIRST, SECOND, ETC.? PLACE THE PARTS IN THEIR PROPER ORDER. WHAT FUNCTION DOES EACH PART PLAY? (Use film strip, etc. Listen to stomach.)

Note: This learning center activity should be continued over several designated time periods for at least three days.

Unspecified Level

Objective: To identify objects through the sense of smell.

Materials: Objects with obvious smells (flowers, onion, pepper, perfume, soap, etc.), worksheet:

Smells I Like	Smells I Don't Like

Teacher Action: Tell the child to smell each object and decide whether he likes the smell or not. Then, he should draw a picture of the object on the worksheet where it belongs. Read each heading to the child if he cannot read.

NOTES

MATHEMATICS*

Intermediate-Secondary

1. Objective: To order from a catalog with a specified amount of money.

   Materials: Current catalog (e.g., Sears), order form from the catalog.

   Teacher Action: Directions can be written or oral: YOU HAVE $30.00 TO SPEND ON ANYTHING YOU WANT IN THIS CATALOG. LIST THE ITEMS THAT YOU WISH TO BUY AND THEIR WEIGHTS (IF GIVEN). BE SURE TO TELL THE PRICE OF EACH ITEM.

2. Objective: To reinforce measurement skills using the ruler and yardstick.

   Materials: Ruler, yardstick, paper, pencil, list of items to be measured such as: length of table top, width of teacher's desk, etc.

   Teacher Action: USE THE YARDSTICK TO MEASURE THE ITEMS LISTED. WRITE THE NAME OF WHAT YOU MEASURED AND WRITE YOUR ANSWERS NEXT TO EACH ITEM.

3. Objective: To make a budget.

   Materials: Pencil, paper.

   Teacher Action: SUPPOSE YOU ARE GIVEN $10.00 EACH MONTH. HOW WOULD YOU BUDGET IT SO IT WOULD LAST UNTIL YOUR NEXT PAY DAY? WRITE THE ITEMS YOU WOULD SPEND IT ON AND THE AMOUNT YOU WOULD SPEND FOR EACH ITEM.

   Note: Provide a sheet of paper with directions . . .

*These Learning Center ideas were developed by two participants in the 1972 USDESEA summer workshop.

4. Objective: To reinforce the telling of time.

   Materials: Pencil, dittoed clock faces.

   Teacher Action: BENEATH EACH CLOCK YOU WILL FIND THE TIME WRITTEN. DRAW THE HANDS OF THE CLOCK TO THE TIME WRITTEN BELOW THE CLOCK.

5. Objective: To reinforce basic math facts.

   Materials: Cassette, prerecorded tape of basic facts, machine for cassette.

   Teacher Action: LISTEN CAREFULLY TO WHAT I TELL YOU TO DO. FIRST, WRITE YOUR NAME AT THE TOP OF THE PAPER. (Pause 15 seconds) NUMBER YOUR PAPER FROM 1 TO 20 DOWN THE LEFT SIDE. (Pause 30 seconds) I WILL GIVE YOU AN ARITHMETIC FACT THAT YOU ARE TO WRITE ON YOUR PAPER. NUMBER ONE: 4 + 4 = , etc.
   The teacher can then check the paper herself or have the answers on the tape so that the child can correct his own paper the following day.

VOCATIONAL*

Secondary

Objective: To fill work orders for name tags. (Reinforcement Activity)

Materials: Big Boss Label machine, 3/4-inch and 1-inch embossing tape (different colors), work orders.

Teacher Action: Check returned order forms for spelling, spacing, letter size, color, number of letters, total cost. Record "sales" in ledger. Calculate total sales, balance, outstanding debts, etc. Deliver finished order.

*This Learning Center idea was developed by two participants in the 1972 USDESEA summer workshop.

EDUCATIONAL GAMES

NOTES

Educational games are frequently used as a strategy to help facilitate the learning process. Games are also valuable in developing favorable attitudes toward school work and in aiding pupils to deal with their personal-social problems in the classroom.

Some of the specific purposes for utilizing games in the classroom include the following:

To motivate when the work has less intrinsic appeal than usual.

To provide "hurdle help" when mastering a specific skill, an understanding, or an important fact.

To reinforce the learning of skills or material previously presented.

To review and organize information previously studied.

To provide relief from anxiety about achievement by emphasizing the fun aspect.

To relax tensions because of feelings of resentment or inadequacy.

To channel aggressive tendencies into constructive activities.

To help the low-status or low-achiever students gain recognition. The teacher can invent or adapt a game which will allow such students to excel in that which they can do best. She can also pair the low-status pupil with a high-status pupil, or pair a pupil who is poor in a specific skill with one who has more skill, and let their combined efforts be the basis for determining the winning team in a game.

To utilize the values inherent in motor skills as an aid to learning--especially manipulative activities.

To provide diversionary tactics when a pupil, a group of pupils, or a teacher feels so angry or frustrated that it appears wise, for the good of the individual or the group, to postpone discussion, ventilation, or confrontation.

To allow pupils to identify with persons generally recognized as admirable and worthy of respect.

To permit the pupils to enjoy the "driver's seat" occasionally, acting in the position of an authority figure, i.e., tester, asker of questions, evaluator of product, keeper of records (scores in games).

To help pupils learn the value and importance of cooperation in group efforts. (In most of the games the group--rather than the individual--wins or loses.)

EXAMPLES OF READING GAMES

1. Letter Relay

(1) Divide the class into two teams. Present an assortment of index cards, with a letter of the alphabet written (in manuscript) upon each card.

(2) Tell the children that they are to find a card that has the same letter as the one you write on the chalkboard.

(3) When one member of each team is standing behind a line, write a letter on the chalkboard. As soon as the letter is completed and each child has seen it, say, GO. The children are to walk the length of the room, find a copy of the letter you have written on the chalkboard and return to the starting line. The child to return to the starting line first with the correct letter gets a point for his team.

(4) The team with the highest score wins. (Each pupil should have three or more chances if time is available.)

Note: Math problems or whole words may be substituted for the letters of the alphabet.

2. Rhyming Game

(1) Cut appropriate pictures (examples described) from magazines and paste them on a large sheet of lightweight cardboard.

(2) Tell the class to look at the pictures on the sheet of cardboard and say the name of each picture silently.

(3) When the students have had ample time to follow direction #2, say, DO YOU SEE A PICTURE THAT RHYMES WITH "ME?" Select a volunteer to answer . . . "Yes, tree rhymes with me." (A picture of a tree must be mounted on the cardboard.) DO YOU SEE A PICTURE THAT RHYMES WITH "MAT?" Select a volunteer to answer . . . "Yes, cat rhymes with mat." (A picture of a cat must be mounted on the cardboard.) DO YOU SEE A PICTURE THAT RHYMES WITH "MAN?" Select a volunteer to answer . . . "Yes, pan rhymes with man." (A picture of a pan must be mounted on the cardboard.) Etc.

Note: A variation of this game may result from merely reversing the question asked of the pupils, i.e., TELL ME A WORD (OR SOME WORDS) THAT RHYME WITH THE NAME OF _____. (Point to one of the pictures.) The first variation of the game utilizes a phonics teaching approach. The variation of this game, suggested in this note, utilizes an analytic teaching approach.

3. Name-an-Object Game (initial consonant sound specified)

(1) NAME AS MANY OBJECTS IN THE ROOM AS YOU CAN WITH THE SAME BEGINNING SOUND AS THE WORD "BOOK."

(2) Children will respond with the names of items that begin with the sound of the "b" as in book, bulletin board, Bonnie, Bobby, etc. The person who names the largest number of objects or classmates wins the game.

Note: If children know the letter names and sounds, ask one to write the letter on the board and say its sound before other members of the class begin their lists.

(Examples of reading games)

4. Name-the-Object Game

(1) Draw a picture on the chalkboard with many items in it. E.g.:

(2) Select volunteers to name the items in the picture.

Note: Vary this game by asking the pupils to place the first letter of the name of the item in the picture that they draw. A still more difficult variation is to write, in manuscript or cursive style, the name of the object.

5. Picture Story Game

(1) Write a story on the chalkboard, but leave off the initial consonants of some words. Draw a picture representative of the word beside each word which has a letter missing.

(2) COPY MY STORY, BUT PUT THE MISSING LETTERS IN WHERE THEY BELONG. LOOK AT THE PICTURES I HAVE DRAWN TO GET HINTS ON WHAT THE MISSING LETTERS ARE.

Note: Vary this game by having children write their own stories, drawing a picture in whenever they want to write a word that they do not know how to spell.

6. Read and Do

(1) Have pupils suggest words to be pantomimed.

NOTES

(2) Have children pantomime many synonyms of the word chosen; e.g., if the word is walk, have the class develop a list of synonyms as a group. Have volunteers pantomime the synonyms listed; e.g., for walk, the class may develop the following list, each word will be pantomimed by a different child.

meander
amble
march
prance
saunter
trudge
stagger

(3) Point out to children that "color" can be added to a story (oral or written) by varying the words used.

EXAMPLES OF MATH GAMES

1. Jump and Add

(1) Draw or use tape to form a number line on the floor: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Make each square large enough so that the largest child in the class can place both of his feet completely within each square.

(2) Prepare a set of simple addition problems on index cards.

(3) Place the cards in a container.

(4) Have a pupil draw a number fact from the container (e.g., 2+3). The child will then hop along the squares counting out the numbers as he goes (e.g., for 2+3, he will count "1, 2" and "1, 2, 3" as he hops. He should place both feet on the answer (number 5).

(5) The pupil will then repeat the complete simple addition problem (e.g., for 2+3, he will say "Two plus three equals five," or "Two joined with three equals five.")

Note: This game can readily be modified to use in developing proficiency in subtraction skills.

(Examples of math games)

2. Bowling Addition Game

(1) Use cardboard milk cartons. Print a numeral on each carton. Put numerals 1-3 on gallon cartons, numerals 4-6 on half-gallon cartons, and numerals 7-9 on quart cartons.

(2) Set up three cartons (use the sizes your pupils will have the most success hitting).

(3) Have a student roll a playground ball at the cartons.

(4) Have the student add his own score, from the cartons knocked over.

Note: This game can be adapted to many levels of addition skills. As children develop proficiency in addition of two-digit and three-digit numbers, give each student three or more rolls, then have him add the totals of each roll. You may want to change the numbers on the cartons to provide practice at higher addition skills.

3. Mathematics Floor Game (Optimally, two or three children can play this game. The maximum is four.)

(1) Arrange a double length of clothesline to establish a winding "game board."

(2) Tape the rope to the floor with masking tape and attach twenty or more simple addition problems at approximately equal intervals.

(3) Set up some means of selecting a first, second, etc. player (throw dice, draw cards, etc.).

(4) The first player steps to the end of the rope which you indicate is the start. He steps forward to the position of the first simple addition problem, recites the problem and the answer. If his answer is correct, he moves on to the next problem and continues in this fashion until he answers a problem incorrectly. He then stands at that position while the second player recites the problems for which he can provide correct answers.

(5) When all players have had one turn, if no player has reached the finish end of the rope, the first player gets another chance.

NOTES

(6) The first player to reach the finish end of the rope is the winner.

Note: This game has many potential variations. By the substitution of subtraction, multiplication, and division problems of varying levels of complexity, it can be made appropriate for children of various mathematical capabilities.

4. Math Dice

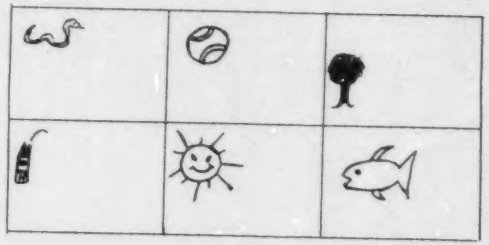
(1) Use dice (or make your own dice from blocks of wood by printing a numeral on each side) and make a block with a plus or a minus sign on each of its sides.

(2) The child rolls the cube and tells or writes, according to your direction, the simple addition or subtraction problem.

Note: Multiplication and division signs may be substitued for the addition and subtraction signs as your pupils need practice at those skills. Two-digit and three-digit numerals may be substituted for the single-digit numerals.

5. Draw the Comparative

(1) Make up dittoed worksheets similar to the one below:



(Examples of math games)

(2) Tell the pupil(s) to:

(a) Look at the picture of the snake. Now in the same square draw a snake that is longer than the one that is there. (Allow time for drawing.)

(b) Look at the picture of the ball. Now in the same square draw a ball that is bigger than the one that is there. (Allow time for drawing.)

(c) Look at the picture of the tree. Now in the same square draw a tree that is taller than the one that is there. (Allow time for drawing.)

(d) Look at the picture of the house. Now in the same square draw a house that is wider than the one that is there. (Allow time for drawing.)

(e) Look at the picture of the sun. Now in the same square draw a sun that is smaller than the one that is there. (Allow time for drawing.)

Note: Many variations of this activity may be constructed using different pictures and different comparative words.

6. Equivalent Sets

(1) Prepare a circle of at least 12-inch diameter and write decimals on one side with fraction equivalents at the same position on the backside.

(2) Attach a double spinner so that it points to the fraction and decimal equivalents.

(3) Divide the class into two teams.

(4) The first person on team A will come forward and spin the hand. He will then read the decimal and state its fraction equivalent, checking the backside to be sure he is correct. If he is correct on both, he gets five points for his team. If correct on the decimal only, he gets one point for his team.

(5) The team having the highest number of points after each pupil has had a turn, wins.

(Examples of math games)

NOTES

7. Which Number

(1) Prepare a list of questions, one of which pertains to each of a group of six or more numbers.

(2) Write the numbers on the board.

(3) ON THE BOARD ARE SOME NUMBERS; RAISE YOUR HAND IF YOU KNOW WHICH ONE OF THEM IS THE ANSWER TO THE QUESTION I ASK YOU.

(4) Sample questions:

(a) Which number is the largest?
(b) Which number is the smallest?
(c) Which number has a 2 in the hundreds place?
(d) Which number has a 3 in the tens place?

8. Time Charades

(1) IT stands before the remainder of the class and moves his arms to mimic clock readings.

(2) Everyone except IT guesses what time IT is mimicking.

(3) The first person to guess the correct time becomes IT.

(4) As children develop more and more proficiency at time-telling, play Time Charades to demonstrate half-hour and quarter-hour times.

9. Square Grouping Game

(1) Provide pupil(s) with a sheet of 1/4-inch graph paper, colored pencils, scissors, paste, and a sheet of construction paper.

(Examples of math games)

NOTES

(2) Tell the pupil(s) to count ten squares down, and mark the corner; ten squares across, and mark the corner; ten squares up, and mark the corner; ten squares across, and mark the corner. That should be the starting point.

(3) Tell the pupil(s) to mark around the square with any pencil, and cut the square out.

(4) Ask the pupil(s) how many small squares there are in the large square.

(5) Tell the pupil(s) to color (e.g., twenty-two) small squares.

(6) WHAT PART OF THE WHOLE DID YOU COLOR?

(7) WRITE THAT AS A FRACTION ON YOUR PICTURE.

(8) WRITE THAT AS A DECIMAL ON YOUR PICTURE.

10. Magic Birthday Guessing Game

Note: This game will most likely be successfully used with Junior and Senior High School pupils.

(1) Tell the pupil to write the number of the month of his birth on a piece of paper that you cannot see.

(2) Tell the pupil to multiply that number by 5, add 6, multiply by 4, add 9, multiply by 5, and add the number of the day of the month he was born; let him tell you his total.

(3) Subtract 165 from his total and use the first numeral as the number of the month and the next two numerals as the number of the day of the month of his birth. E.g., if the pupil's date of birth is September 24, he will do the following calculation:

(Examples of math games)

NOTES

```
   9
 x 5
  45
 + 6
  51
 x 4
 204
 + 9
 213
 x 5
1065
+ 24
1089
```

Then you do this calculation:

```
1089
- 165
 924
```

And you "guess" that his birthday is September 24.

(4) Explain your calculation to the student(s) and suggest that they try "guessing" your birthday and each other's birthdays by the same calculation.

EXAMPLES OF HANDWRITING AND SPELLING GAMES

1. Group Spell

(1) Prepare several sets of alphabet cards (use index cards and a felt-tipped pen) Spread these out on tables at the front of the room (one table per team).

(2) Divide the class into two or three teams with equal numbers on each team. Have each team stand in a row behind the table.

(3) Pronounce a spelling word that has the same number of letters as there are members in each team.

(4) Have the team select the necessary letters to spell the word given to it.

(5) The first team to spell the word correctly with cards held in front of each member wins the game.

(Examples of handwriting and spelling games)

(6) After going through the current spelling words, the team with the most points is the winner. (One point for each word spelled correctly.)

2. Spelling Relay

(1) Provide several sets of alphabet cards, one letter of the alphabet per card.

(2) Divide the class into two teams.

(3) Write a spelling word on the chalkboard.

(4) Signal "go." The first member of each team runs the length of the room, selects the first letter of the spelling word, brings the letter back to the front of the room and stands it upright on the chalk-rail. He then touches the second member of his team who runs to the pile of letters, selects the second letter of the word, places it on the chalk-rail, and touches the third member of his team, etc., until the word is spelled.

(5) The team to spell the word correctly with cards placed upright on the chalk-rail wins as many points as there are letters in the word. Continue with other words.

(6) The team with the largest number of points is the winner.

Note: You may require students to spell the word after you have merely said the word.

3. Spell a Story Game

(1) WE ARE GOING TO SPELL A STORY.

(2) JOHNNY, YOU START. YOU SPELL A WORD. PETER, YOU CONTINUE THE STORY BY SPELLING ANOTHER WORD THAT WILL MAKE A GOOD STORY. (Continue calling on other pupils to complete the short story--two or three short sentences.)

EXAMPLES OF SCIENCE GAMES

1. Riddles

(1) Read riddles to the students.

(2) Allow the students to present riddles for the other members of the class to solve.

(3) Some examples of riddles are:

(a) I spin a web.
I sometimes am called a trapper.
I eat insects.
In winter I sleep in a hole.
What am I? (Spider)

(b) I live in the earth.
I wriggle in the soil to loosen it.
I eat old damp leaves.
You see me on the ground after heavy rains.
What am I? (Earthworm)

(c) There's hardly a day that you can't see me.
I'm in the sky and never land.
What fun to pretend you see me as animals and things,
When you look up at a _____ . (Cloud)

(d) I'm something like rain.
You enjoy me, I know.
To make a man of me is fun.
My name, of course, is _____ . (Snow)

(e) I am three, yet I am one.
To heat me and watch me steam is fun.
Take me from a tray of ice,
Let me melt and drink me--I'm nice.
What is my name? (Ice)

(Examples of science games)

2. Sharp Eyes

(1) Divide the class into two teams.

(2) Align the teams facing each other about four feet apart.

(3) Tell each of the children to look carefully at the child opposite him.

(4) After 30 seconds tell everyone to turn around so that they are all back to back. Also tell them to alter one (or two, three, four) things about themselves, e.g., untie a shoelace, unbutton a button, change his hair some way, etc.

(5) At a signal the children turn around again so that each child is facing the same member of the opposite team that he faced before.

(6) Each child guesses the changes made in the appearance of his teammate. The team having the most correct guesses is the winner.

3. Deer Stalking

(1) One pupil is selected to be a deer, another pupil is the hunter.

(2) Both the deer and the hunter are blindfolded, but the deer gets to take his shoes off.

(3) Both the deer and the hunter touch the edge of a large table with either hand they choose (they may switch directions), but each must always be touching the table with one hand.

(4) The remainder of the class is very quiet. The deer can listen for the hunter's footsteps and the hunter can listen for the deer's breathing and the sound of his hand moving along the table.

(5) When the hunter catches the deer, two other students get to play the game.

4. Weight Guessing Game

(1) Pass around several objects labeled 1, 2, 3, 4, 5, etc.

(2) Each pupil lifts them and writes down his guess of each object's weight.

(3) Provide scales and have pupils weigh each object and record the weights on the chalkboard.

(4) Discuss different guesses. Ask pupils who guessed the weight so closely.

Note: For additional science learnings, see Teacher Resources. Books listed there include many experiments in science.

EXAMPLES OF PERSONAL-SOCIAL DEVELOPMENT GAMES

1. The Wizard

(1) Based on past experiences the class will decide on an academic area or physical skill for each child in which that child is better than any one other child. Each child is designated as "Wizard of _____" (arithmetic, spelling, baseball, etc.).

(2) Pupils are encouraged to further improve their skill areas.

(3) Pupils prepare questions in each Wizard area.

(4) A time is designated for questioning each Wizard. This time is announced by writing on the chalkboard, "The Wizard of _____ (the skill area) will hold court from 10:00 AM to 10:30 AM (1000 to 1030 hours)."

(5) Each child will have opportunities to ask the Wizard of _____ questions.

(6) A pupil who misses more than three questions must show improvement next time to keep his status as a Wizard.

(Examples of personal-social development games)

2. Can You Improve Your Manners?

(1) During Personal-Social Development sessions assign roles so that children play the roles of a customer in a store, a store clerk; a service-station customer, a service-station employee; a father, a mother, and children at the dinner table. (All role players would act out "impolite" scenes.)

(2) Allow volunteers to role play the various characters extemporaneously at first.

(3) Have a class discussion. Elicit impoliteness by the role players.

(4) Ask for suggestions of more polite questions, answers, requests, directions, introductions, correct table manners, etc.

(5) Allow volunteers to role play being courteous and helpful.

3. Vocabulary Card Game

(1) Develop or have children develop a large list of vocabulary cards related to personal-social skills.

(2) Play "Fish" with these cards.

Note: With older children, require that they ask for the card by defining the word, rather than by saying the word.

4. Panel Game

(1) A topic is announced or suggested by one or more students.

(2) A panel of "experts" is selected from all volunteers.

(3) All students are allowed time to develop four or more questions on this topic. The members of the panel may discuss the topic, or "research" it from any available reference books or resource person.

(4) The chairman of the panel solicits questions from the remaining members of the class.

(5) If the question asked is not answered correctly by the panel, the asker gets to replace any member of the panel that he chooses.

Note: Other teaching resources for developing the skills listed in the Personal-Social section of this Guide are the simulations and role-playing activities in Part IV: Role Playing and Simulations.

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ROLE-PLAYING

NOTES

Role-playing is a group problem-solving strategy. It enables the pupils involved in it to resolve problems, to find out what alternatives exist, and to determine some of the personal and social consequences of various alternative solutions. When properly and skillfully used, role-playing is uniquely suited to the exploration of the problems of each person as he tries to find a place in the many and increasing social situations with which he will be confronted in his lifetime. Ideally, role-playing permits the kind of "discovery" learning which occurs when individuals in groups face typical situations. In the enactments, the consequences of the possible solutions become more explicit. Role-playing encompasses problem identification, delineation of alternatives for action, exploration of the consequences of the alternatives and/or decision-making.

The role-playing strategy, as utilized in this guide, is of short duration. Each role-playing activity is enacted as immediate problems arise and as motivational and reinforcement activities are developed to teach the content skills or abilities.

The basic role-playing technique offers opportunities for improving language skills as well as increasing human relation skills and insights. Role-playing sessions that have been observed indicate that the verbal performance of slow learners is markedly improved in the discussion following the session. They express themselves more willingly when reacting to things they can see and do rather than responding to words used as stimuli. In role-playing sessions, the informality and permissiveness should allow students with poor self-images to respond with a spontaneity that permits much fuller expression than does a formal classroom recitation.

ROLE-PLAYING AND THE TEACHER*

Role-playing strategies utilized in the classroom setting should be primarily educative since teachers must not play psychiatrists to their students. There are as many fundamental facts to be learned about human conflict and human problem solving as there are about reading, writing, and arithmetic. Role-playing can help teach these facts, including the fact of feelings on the educative level alone. Trained therapists may use role-playing for quite a different purpose.

Teacher vision, the courageous tryout of a new strategy, slow-moving, continuous self-evaluation, retrial, and sharing of results with other teachers suggest in-service training or practice with peers, and readings related to role-playing.

An important aspect to remember about role-playing is that it is exploratory. That means that for the time being, anything a pupil says or does (within certain limits) is acceptable. The task assigned the teacher is a difficult one. It is imperative that the teacher refrain from stating conclusions, moralizing, or placing the stamp of approval or disapproval on any part of the action or discussion. The temptation to approve or disapprove is overpowering at times. When pupils discover that there is a "right way" approved by the teacher, they will try to discover the "right" solution or the decision that the teacher may like. This practice eliminates spontaneity and freedom of individual expression.

Before beginning the role-playing strategy, especially with young children, the teacher should use other types of activities to develop skills, e.g., pantomime, hand puppets, and puppet shows, discussions about characters and the parts they play in stories read or told to them.

*Adapted from Hildred, N. Learning about role playing for children and teachers, Bulletin 66
Association for Childhood
Education International, 1960
3615 Wisconsin Ave., N.W.
Washington, D.C. (price .75)

There are many role-playing activities that can be enacted through a simulated situation, e.g., going to the dentist or doctor, introductions to adults, manners, interviews with prospective employers, and using the telephone to apply for a job. (Refer to the Simulations subsection to determine the differences between role-playing and simulations as used in this guide.)

The following are some suggestions for initiating and carrying out role-playing situations:

1. Leader to group. (Initiating an activity before going into role-playing.) You assume role vis-a-vis the group. I AM GOING TO TALK TO YOU, ALL OF YOU, AS A FRIEND. I AM GOING TO TELL YOU ABOUT A PROBLEM I HAVE AND ASK YOU WHAT I SHOULD DO ABOUT IT. ALL OF YOU WILL TRY TO HELP ME SOLVE MY PROBLEM, BECAUSE I AM YOUR FRIEND.

Pose a problem, making sure the class understands it. When the group begins to give you advice, talk back and forth. After everyone has had a chance, discuss the various suggestions with the group.

- WHAT WAS THE PROBLEM?

- WAS THE ADVICE GIVEN HELPFUL?

- WHAT WOULD HAPPEN IF I FOLLOWED (each piece of advice)?

- WHICH WAS THE BEST SUGGESTION (SOLUTION)? (There may be more than one solution.)

2. Teacher to one pupil. (Carrying out a role-playing activity.) You and one pupil each play a role. Set it up so the class is supportive of the pupil playing. You might, for example, play the role of a critical parent, a school official, or an authority figure, and the pupil play the role of a child with a problem. If the pupil has difficulty, or needs a line, encourage others to assist him. After the problem develops, stop the role-playing and discuss.

3. Teacher to two pupils. Two or more pupils play roles such as father, mother, teacher and you play the part of the child. When the role-playing is cut for discussion, suggest that the father, mother, and teacher need to talk to each other a bit. Restart role-playing and withdraw from your role .

NOTES

4. Member to member. Two members of the class play opposing roles. If they "ham up" their acting too much, point out to them that they are trying to solve a problem and should play it as it really is. The other members of the group may help by throwing in lines when one or the other is stuck. This diffuses the playing into the group so that several people may be saying lines back and forth.

5. Group to group. Select a group, or ask for volunteers, to assume and play the roles in a designated situation while the other group listens. Following the role-playing activity, the listening group will evaluate the enactment and may offer other alternative solutions. The entire group will select one or more solutions to the problem.

Sometimes you may have two or three pupils sitting beside the role-players, any of them free to pick up the conversation. Discussion should follow the presentation so that one or more alternative solutions may be agreed upon by the entire group.

EXAMPLES OF THE ROLE-PLAYING STRATEGY

Primary Level

1. At various times during the school day young children will relate something that has occurred at home. The teacher can capitalize on these statements to develop a role-playing activity. This type of technique requires more guidance and planning by the teacher.

WOULD YOU LIKE TO SHOW ME WHAT MIGHT HAPPEN AT HOME IN THE MORNING?

Situation: One child rubbed her eyes and stated that "Mom" had trouble getting everyone up in the morning. Other children agreed with that statement.

WHO IS IN THIS HOUSE?

The children responded, "a daddy, a mommy, and kids."

WHO WOULD LIKE TO BE "THE DADDY"?

Many children volunteered and one was chosen. Other characters were chosen in the same manner. To those who were not in the scene the teacher said:

AS YOU WATCH THESE BOYS AND GIRLS, TRY TO THINK OF OTHER THINGS THAT COULD HAPPEN. BE READY TO TELL US WHAT YOU LIKE ABOUT THE THINGS THEY DO.

The teacher sets the stage by pointing to a place in the room that would be the kitchen and to table tops (or mats on the floor) as beds for other family members who were still asleep.

Roles: Mother, Father, three children: six, eight, and fifteen years of age. If the role-players have difficulty, ask other children to help supply dialogue.

Following this activity, provide time for discussion and ask for possible solutions to the problem.

2. The family

Situation: A family group is discussing the duties of individual family members in sharing the house work.

Problem: What are some of the things we can do around the home to help our parents?

Roles: Mother, Father, children: ages eight, ten, and fifteen.

Follow a similar procedure in developing, enacting, and discussing the role-playing activity (number 1 above).

Intermediate Level

1. Safety in our school halls

Situation: The safety patrol has reported that a pupil has been hurt while running in the halls.

Problem: What safety rules should be followed when we are in the halls?

Roles: Safety patrol, three pupils.
If role-players have difficulty, ask other pupils to assist them with the dialogue.

Following the activity, provide time for discussion and ask for possible solutions that were not mentioned by the role-players. Ask for other alternative solutions if desirable ones have not been stated.

2. Playground behavior

Situation: The class members have observed a fight on the playground (two children from another room).

Problem: What are some of the things we can do to get along together on the playground?

Roles: Two boys who were fighting, two other pupils, teacher (plays the part of a pupil). (The class members could be divided into two groups--one group taking sides with one of the two boys who were fighting, and one group taking sides with the other. Change roles and permit the two groups to take opposite sides.)

Follow the role-playing activity with discussion and ask the total group for alternate solutions.

Junior-Senior High School Levels

1. Dating

Situation: A male student asks a girl for a date to go to a movie.

Problem: What are some courteous ways that I may use in asking a girl for a date to go to a movie?

Roles: Two students.

(Other situations, problems, and roles may be developed under the topic, Dating.)
Following this activity, provide time for discussion in which two or three courteous ways of asking for dates have been determined by the group.

2. An interview for a job

Situation: The work-study coordinator has telephoned an eighteen-year-old student to come to his office for an interview about a job at the PX.

Problem: What are some of the questions the coordinator will ask me and how will I answer them?

Roles: Work-study coordinator, applicant (student).

(This role-playing activity should be enacted after some study on the Vocational Preparation Section.)

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SIMULATIONS

NOTES

In practice, pupils cannot be placed in real-life environments, but simulated environments can be constructed. The technique utilized in this guide is a combination of teaching strategies which bring situations and problems within the cognitive structure of the pupils. It has the added advantage of involving them socially and emotionally.

Early experimentation with the simulations reported by Coleman and Boocock (1966) indicates that this technique is a "powerful motivator for learning" and gives the learner a greater competency in coping with his environment and a heightened ability to see a complex social situation as an organized whole. The authors' initial experimentation in the use of games with simulations indicates that this technique produces two major forms of learning: (1) intellectual learning, which involves the content of the activity, and (2) social learning, which includes learning about others, about one's self, and about the expectations and obligations of role relations.

Cherryholmes (1966) evaluated six studies on simulations to determine the effectiveness of educational simulations. He concluded that although students did reveal more interest and motivation (i.e., learning related to social-psychological interactions) when participating in a simulation than when engaged in more conventional classroom activities, they did not seem to learn more facts or principles in the simulated activity than they did by conventional methods. Cherryholmes offered as a possible explanation the fact that the simulations in the six studies were presented to the participants, and that the students did not discover structural relationships in the simulations.

Miller (1967) tested the effectiveness of the simulated environments technique with seriously emotionally handicapped elementary school children; she found this technique to have a significantly positive effect on developing better interpersonal relationships; on improving personal effectiveness in a social situation; and on applying problem-solving skills to social issues. The author found this to be true regardless of whether the students were receiving the experimental treatment in regular or in special classes.

The studies by Miller (1967, 1968) indicate the effectiveness of developing the simulation with pupils taking active parts in planning for and enacting the various role-playing activities related to a central theme.

A single role-playing session as described in the preceding Role-Playing strategy can often help a group confronted with a problem. However, more growth in insight can be achieved by extending role-playing through a series of sessions focused upon various aspects of a central theme. The simulation technique, as employed in this guide, utilizes this approach to plan for and extend role-playing. The following procedures suggest a format in which to plan the simulation.

PROCEDURES FOR UTILIZING SIMULATIONS

I. Setting up the simulation: A real-life situation and problem for study

A. Developing awareness of a real-life problem.

B. Linking the specific problem to pupils' previous experiences.

C. Creating a simulation related to a real-life situation.

D. Encouraging the statement of facts and the expression of opinions and feelings about the situations and related problems to stimulate interest.

II. Class planning for the simulation

A. Deciding on several specific problem aspects of the central theme.

B. Determining the roles to be included.

C. Selecting small work groups to focus on specific situations and problems.

D. Reviewing procedures and standards for small-group activities.

E. Determining methods and techniques for evaluation.

III. Small-group study and preparation

A. Surveying sources of available data: printed materials, models, people, films, filmstrips, experiences, charts, etc.

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B. Utilizing resources to get information relevant to the situation and problem.

C. Organizing and sharing findings.

D. Determine who will assume the key roles for the role-playing activity.

E. Providing for exchange of roles among all group participants.

IV. Role-playing

A. Playing roles (small groups).

B. Evaluating performance in terms of advance preparation evidenced (observers).

C. Considering the possible need for further study.

D. Providing for playing different roles.

E. Discussion with entire class.

F. Presenting alternate solutions.

V. General evaluation (following the completion of study on the central theme).

A. Summarizing major understandings derived from simulation.

B. Summarizing related understandings derived from the simulation experiences.

C. Discussing effectiveness of the simulation as an aid in:

1. Applying insight gained in simulated situations to social environment, family life, and daily activities.

2. Applying self-control learned in role-playing to other aspects of daily activities.

3. Utilizing the curriculum content to learn about the expectations and obligations of role relations in which one engages.

4. Utilizing the skill subjects as tools for resolving a variety of problems inherent in the simulations.

5. Working more cooperatively and productively in groups.

6. Adding to the repertoire of information, skills, and techniques in organizing one's efforts in problem-solving.

7. Increasing one's ability to be self-critical in evaluating his own contribution to the group effort.

A SAMPLE SIMULATION

Central Theme: Making the House a Home

Refer to Procedures for Utilizing Simulations for specific steps to follow in developing this simulation.

Step IV, Role-Playing,* is illustrated here to indicate various types of situations, problems, and roles that may be enacted using the central theme.

1. Situation: A mother is discussing with her children the difficulty she has in getting them to help with the housework.

   Problem: What are some of the things we can do to share these responsibilities?

   Roles: Mother, Father, children or youths, ages 6, 8, 16.

   Conclusions (or solutions)

Following the role-playing activity, the remaining class members evaluate the activity, offering other solutions to the problem if they wish.

*Refer to Role Playing, p. for definition.

2. Situation: Father is in the field and Mother has discovered that her oldest son has taken some money from his father's billfold.

   Problem: What should Mother do when she discovers the money is missing?

   Roles: Mother, son (15), son (9), daughter (12).

3. Situation: Father tells his family that he has only $10.00 left until payday and cannot keep his promise to take them to the zoo.

   Problem I: How can we deal with the problem of Father not keeping a promise?

   Problem II: Are there other ways of getting money to go to the zoo?

   Problem III: What other ways could we entertain ourselves and stay together?

   Roles: Father, Mother, two daughters (5 and 7), one son (10).

The physical set-up of the room should lend itself to the success of role-playing. The group participating in the actual role-playing activity may be in the front or back of the room. If props are used, another placement might be indicated. The observers (the remaining members of the group) should be near the role-players. The following diagram is an example of both groups:

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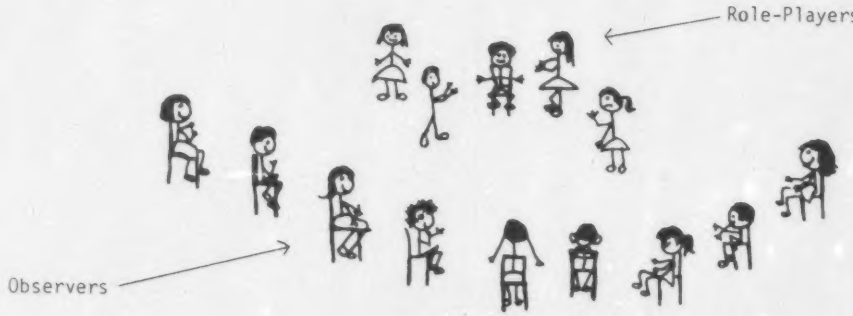

The observers (all pupils in the class who are not actually participating in the presentation) make up an important group. It is necessary for the children to listen attentively because they will be called upon to state the "conclusion" to the problem as they understand it from the material presented by the small group.

Teachers should set standards with the children, not for them, so that they will be able to perform effectively. It is helpful to list these standards on experience charts that can be used for future reference. The charts (or transparencies) might include:

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HOW TO ESTABLISH THE PURPOSE OF THE DISCUSSION

1. Establish a feeling of compatibility among the members, making sure the purpose for the discussion is within the interest and maturity level of the group.
2. Prepare an outline of possible questions and points to be discussed.
3. Prepare the topic in terms of the immediate and ultimate goals (problem, situation, and roles to be played).

PREPARING FOR EFFECTIVE DISCUSSION

1. Understand the purpose clearly.
2. Prepare what you plan to say.
3. Be willing to consider new ideas.
4. Be able to stand alone for "the right."
5. Be willing to accept reasonable decisions made by the group.

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CARRYING ON THE DISCUSSION

1. State the purpose. Restate as needed.
2. Move staedily toward the goal.
3. Link ideas to what has been said.
4. Summarize what has been decided.
5. Restate the decision to be sure you have carried out the purpose.

HELPS FOR GROUP DISCUSSION

1. Give everyone an opportunity to make a contribution.
2. Speak in sentences.
3. Pronounce your words clearly.
4. If you disagree with another speaker, do it courteously.
5. Speak clearly so that all in your group can hear.

NOTES

HOW TO KEEP THE DISCUSSION MOVING BY:

1. Starting the discussion with a pertinent question.
2. Keeping the discussion moving through questions and comments.
3. Guiding the discussion toward sharing among new members.
4. Encouraging the members to talk to each other rather than to a leader.
5. Keeping the discussion to the point being considered by summarizing at intervals.
6. Seeing that each member has an opportunity to express his ideas and that one or two members do not monopolize the time.
7. Developing a feeling of responsibility among the members for making worthwhile contributions.
8. Respecting the contributions of other members of the group.
9. Developing a feeling of responsibility of the members for the effective conduct of the group--observing rules of courtesy.
10. Developing the ability to accept group decisions.

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EVALUATING THE SMALL-GROUP DISCUSSION (BY OBSERVERS)

Individual:

1. What are the advantages of working in small groups?
2. How much did each one participate?
3. Which individual ideas given were helpful?
4. Was the discussion tentative or final?

Group:

1. How evenly was the participation divided?
2. How well did the comments given help?
3. Were the solutions the best we could make?
4. Did we accomplish our purpose?

HELPS TO GOOD LISTENING (OBSERVERS)

1. Listen for the main ideas.
2. Think of the details as facts that make the main ideas clearer.
3. Think of how you feel about the main ideas. Do you agree with the speaker?
4. Ask questions to clarify any uncertain information.
5. Think of the main points that are discussed to solve the problem.
6. Listen, so that you will be prepared to express your opinion about the conclusion.
7. Listen open-mindedly to any discussion of your contribution.

SMALL-GROUP EVALUATION

1. Did we resolve our problem?
2. Did most of us try to do our share or participating?
3. Did we remember to take turns?
4. Could we answer all of our questions?

NOTES

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MODIFYING BEHAVIOR*

NOTES

Behavior influences learning. Learning becomes impaired or is non-existent in an atmosphere that is chaotic or disorganized. When classroom control breaks down due to behavioral problems, the teacher and pupils feel frustrated and insecure. A controlled classroom does not imply a sterile learning situation where students work dutifully and quietly with their seatwork assignments. A controlled classroom can, and should, be a bustle of purposeful activity where students are physically and mentally involved in learning. The following suggested guidelines are offered for the teacher who may want to utilize these as aids to providing a healthy emotional climate in which learning takes place.

Aids in establishing rapport

1. Show concern for the individual pupil by acknowledging such things as birthdays, additions to the family, family trips, or accomplishments.

2. Show interest in the pupil's school hobbies and interests.

3. Manifest an active interest in pupil ideas and suggestions.

4. Plan some time every day for personal contact with each pupil.

5. Create a classroom situation that promotes freedom from fear, emphasizing success rather than failure and including flexible requirements for achievement, ability levels, and interest. A time for relaxation, some restful music, games, parties, or fun activities should be provided during the day.

6. Allow for a positive classroom structure, free from threatening situations; i.e., impose reasonable expectations, consistency in teacher behavior and standards, fair and cautious discipline.

7. Show that you accept the student on an individual basis.

*Adapted from: Modifying behavior. Special Education Curriculum Development Center, a cooperative program involving the Iowa State Department of Public Instruction and the University of Iowa, October, 1970.

NOTES

8. Show that you are interested, not curious, about his family, friends, interests, and hobbies.

9. Reassure the pupil that his feelings are important and respected.

10. Graciously accept the attempts the student makes to do nice things for you.

Ideas for modifying behavior

1. Speak to students respectfully and with concern. Blaming, shaming, preaching, moralizing, ridiculing, and belittling should be avoided at all costs.

2. When handling behavior problems, focus on the student's situation rather than on his personality or character. For example, a student spills paint. Addressing himself to the situation, Teacher A said, "Oh. I see the paint spilled. We need water and a rag." Addressing himself to the child's character, Teacher B said, "You are so clumsy. Why are you so careless?" (Haim Ginott, Teacher and child)

3. When angered a teacher should remain realistic. Describe what you see, what you feel, and what you expect. Attack the problem, not the person. "I" messages, such as: "I am annoyed," "I am appalled," "I am furious," are safer statements than "You are a pest," "Look what you have done." (Haim Ginott, Teacher and child)

4. When talking to students, be brief. Pupils close their minds to overtalkative teachers.

5. When giving directions, state only a few at a time. Students easily become confused when they are presented too many things at once. State them clearly and concisely.

6. Set up and explain basic classroom procedures. Such situations as collecting money, hanging up coats, getting materials, taking attendance, if done in an orderly and consistent way, minimize problems.

7. Determine a few basic classroom behavior rules. The students can be very helpful in establishing the rules. State them simply. Praise students when they are observing one of the rules.

8. Praise can be a real asset when teaching. However, a few precautions are necessary. Avoid praising the student himself. Instead, praise his efforts, help, work, and accomplishments. The student will then make the positive inference about himself. In praising the student himself, the teacher may make the student feel that he must live up to some expectation and may make him fearful that he might not be able to accomplish such a feat. For example, Mary receives the highest mark on a mathematics test. The teacher announces that Mary is her best mathematics student. Mary now feels that she must always excel in mathematics. Considering this expectation more than she is able to accomplish, she bursts into tears.

Helping the aggressive pupil

1. Frustration produces aggression. Avoid classroom situations that will result in failure, frustration, or embarrassment.

2. Make provisions for contact with mature and controlled students who will benefit the aggressive pupil by serving as good behavior models.

3. Share experiences in class to allow for an acceptable outlet for attention-producing behavior.

4. Avoid grouping aggressive students together. This grouping will sometimes cause them to be more obnoxious and vie for the teacher's undivided attention.

5. Keep the classroom atmosphere organized and consistent without being rigid.

6. Provide situations where each student gets the chance to play the leader role.

7. Move in when you sense some trouble brewing. A touch, look, or word whispered in private, may work wonders.

Helping the withdrawn pupil

1. Invite, but never coerce, the student to participate in classroom activities.

2. Provide the student with gradual exposure to new people or activities.

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3. Allow the pupil to sit near, or to be grouped with those students with whom he feels most comfortable.

4. Recognize and talk about feelings of inadequacy or fear. Allow for a classroom climate where emotions can surface and be expressed.

5. Supply the students with needed materials. He will usually lose or forget such items as his books, paper, or pencil as an excuse for nonparticipation.

6. Keep your standards flexible in regard to the discipline and management of the withdrawn child. A little chatter, giggling, and misbehavior is a healthy sign on the part of the withdrawn child.

Helping the hyperkinetic pupil

1. Provide tasks in which the pupil is actively involved physically. This gives him a focus for his attention and lessens chances for boredom and misconduct.

2. Make instructions specific. The student feels more secure and comfortable when he knows exactly what to do and what is expected of him.

3. Follow a definite daily routine that makes the pupil feel secure.

4. Provide a shielded space such as a booth or a desk placed against the wall, if the student is highly distractable.

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